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AN EMPIRICAL STUDY OF THE ALIENATION AND ORGANIZATIONAL INTEGRATION OF TEACHERS

by

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Empirical Study of the Alienation and Organizational Integration of Teachers," submitted by Carl Daneliuk in partial fulfillment of the requirements for the degree, Master of Education.

ABSTRACT

The basic problem of the study is concerned with the relationship of the magnitude of alienation and organizational integration of the teachers to (1) the teachers' perception of satisfaction, school effectiveness, and principal effectiveness; and (2) the principals' perceptions of their status, authority, personal, and process orientations. The sub-problems of the study are concerned with the relationship of the magnitude of alienation and organizational integration with the teachers' characteristics, the principals' characteristics, and the principals' perceptions of the teachers.

The sample consisted of fifteen hundred forty four teachers from one hundred eighty five schools and one hundred eighty five principals from the above schools.

Results of the study indicated that alienation was highly related to some of the characteristics of the teacher; to the teachers' perception of satisfaction, principal and school effectiveness and to some of the principals' perceptions of the staff. A weaker relationship occurred between alienation and the principals' characteristics. Organizational integration -- the non-alienated pole -- was highly related to the teacher's perception of satisfaction, principal and school effectiveness; to the principals' authority, status, and personal orientations; and to some of the principals' perceptions of the staff.

The general conclusion of the study was that alienation, viewed as a general syndrome made up of a number of different

objective conditions and subjective feeling-states, was a very useful concept to measure the interactions that occurred between a personality and the socio-technical setting within a formal organization.

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TABLE OF CONTENTS

CHAPTER PAGE

CHAPTER PAGE

CHAPTER PAGE

CHAPTER PAGE

LIST OF TABLES

TABLE PAGE

LIST OF FIGURES

CHAPTER I

INTRODUCTION

In recent years there has been an increasing interest in the concept of alienation. Social scientists have shifted the focus from a concern with economic and social justice in the abundance of an affluent society to a concern with the quality of the inner life and the forces that affect the quality. As a concept that is concerned with the inner life and involves a moral critique of the increasing specialization, complexity, and growth of modern organizations, alienation is particularly applicable to the mood of the present day. In fact, as Robert Nisbet has noted in his study of the historical forces which instigated modern "mass society," the hypothesis of alienation "... has become nearly as prevalent as the doctrine of enlightened self-interest was two generations ago." (23, p. 15)

I. THE PROBLEM

The belief that the employee is alienated in his task has long been a central idea in the Marxian analysis of modern society (8). The orthodox Marxist claimed that the lack of meaningful self-fulfilment in a work relationship without control over the product and process of work would propel the proletarian toward a revolutionary disposition. Today few students of Canadian society still believe in the revolutionary potential of

the employees. Nonetheless, the idea that the present-day employee is alienated -- basically Marxian in origin -- is quite widespread notwithstanding one's ideological persuasion.

Investigation of the need-dispositions of a healthy personality by social scientists has revealed that work which permits autonomy, responsibility, social connection, and self-actualization furthers the dignity of the human individual, whereas work without these characteristics limits the development of personal potential and is therefore to be negatively valued. When the need-dispositions of healthy personalities are juxtaposed with the demands of a formal and informal organization, the concept of alienation becomes very useful to measure the degree of positive and negative interaction.

The alienation thesis has become the scientist's shorthand interpretation of the impact of the complex organization on the employee. The negative impact of the organization -- formal and informal -- on the individual is evidenced by the individual developing dispositions of powerlessness, menainglessness, anomie, social isolation, and self-estrangement which are the dimensions of alienation. An individual perceives the impact as positive if the organization permits the individual control, purposive activity, goal achievement through approved social norms, social involvement, and self-expression or self-actualization which are the opposite dimensions of alienation. The non-alienated pole is defined by the writer as <u>organizational integration</u> which is a

condition produced by the organization that provides opportunities for a healthy personality to perceive autonomy, responsibility, social connection, and self-actualization in his work.

The fragmentations in man's experience -- the dimensions of alienation -- all seem to have resulted from basic changes in social organization brought about by the industrial revolution. This is why alienation has a particularly modern ring. Few people in pre-industrial societies seemed to be alienated (powerlessness of the masses might be the exception); in a bureaucratic mass society we are likely to regard huge numbers of people as alienated. Thus, the breadth of the alienation concept is due to the fact that it reflects the social conditions and consequences of the transition to an industrial society with its emphasis on large complex organizations.

II. THEORETICAL FRAMEWORK

Schools are formal structures in the sense that they represent rationally ordered instruments for the achievement of stated goals. However, the formal structure never succeeds in conquering the non-rational dimensions of organizational behavior. These dimensions remain at once indispensable to the continued existence of the system and at the same time a source of friction, doubt, and administrative difficulty. The informal groups in a school protect and sanction the non-rational behavior of their members and in return expect the members to subscribe to the norms

of the groups. The individual personality with his particular need-dispositions is placed in a situation where he is to conform to the expectations of the formal and the norms of the informal organization as well as seeking satisfaction for his need-dispositions. An incongruency of his need-dispositions with the expectations of the formal and/or the norms of the group could lead to alienative behavior whereas consonance of these factors could lead to organizational integration.

An adaptation of the theoretical model developed by Getzel and Guba (12, pp. 423-41) and extended to include the group dimension by Downey (3, pp. 38-44) was used in this study.

THE GETZEL-GUBA MODEL

A social system involves two major classes of phenomena, which are at once conceptually independent and phenomenally interactive. They are, first, the institutions with certain roles and expectations that will fulfil the goals of the system. Second, inhabiting the system there are the individuals with certain personalities and need-dispositions. Social behavior may be apprehended as a function of two major elements: institution, role, and expectation, which together constitute the nomothetic, or normative, or formal dimension of activity in a social system; and individual, personality, and need-dispositions, which together constitute the idiographic, or personal dimension of activity in a social system.

Institutional dimension. To understand the nature of the observed behavior and to be able to predict and control it, one must understand the nature and relationships of those elements. The term "institution" has received a variety of definitions, but it is sufficient to point out that all social systems have certain imperative functions that come in time to be discharged in certain routinized patterns. These functions -- governing, educating, policing, for example -- may be said to have become "institutionalized," and the agencies established to carry out these institutionalized functions for the social system as a whole may be termed "institutions." Thus, the school is the institution devoted to educating. These institutions have certain noteworthy characteristics:

1. Institutions are purposive. They are established to carry out certain ends, and these ends serve as the criteria against which institutional practices are ultimately evaluated.
2. Institutions are peopled. If institutions are to discharge their prescribed goals, human agents are required. It should be noted, however, that here the concern with people is not in the personalistic sense, but in the actuarial sense.
3. Institutions are structural. To discharge a specific purpose requires an organization, and organization implies component parts and some rules about how these parts should be interrelated. If the goals and purposes of the institution are known, the tasks to achieve the goals may be specified, and these may be organized into roles. Each role is assigned certain responsibilities and concomitant resources, including authority and facilities for implementing the given tasks.
4. Institutions are normative. The fact that tasks for achieving the institutional goals are organized into roles implies that the roles serve as "norms" for the behavior of the role incumbents. The role expectations are obligatory upon the actor if he is to retain his legitimate place in the institution.

5. Institutions are sanction-bearing. The existence of norms is of no consequence unless there is adherence to them. Accordingly, institutions must have at their disposal appropriate positive and negative sanctions for insuring compliance with the norms, at least within broad limits.

The most important subunit of the institution is the role. Roles are the structural elements defining the behavior of the role incumbents and are, to use Linton's terminology, the "dynamic aspects" of the positions, offices, and statuses within an institution (18, p. 14). In the school these incumbents are principals, vice-principals, department heads, teachers and so on.

Roles are defined in terms of role expectations. A role has certain normative rights, obligations, and responsibilities, which may be termed "role expectations." When the role incumbent puts these rights and duties into effect, he is said to be performing his role. The expectations define for the actor, whoever he may be, what he should do under various circumstances as long as he is the incumbent of the particular role.

The behaviors associated with a role may be thought of as lying along a continuum from "required" to "prohibited." Certain expectations are held to be crucial to the role, and the appropriate behaviors are absolutely required of the incumbent. Other behaviors are absolutely forbidden. Between these extremes lie certain other behaviors, some of which would be recommended and others perhaps mildly disapproved, but all of which would be considered permissible, at least in the ordinary case. It is this flexible feature of roles that makes it possible for role incumbents with different personalities

to fulfil the same role and give it the stamp of their individual styles of behavior.

Roles are complementary -- interdependent in that each role derives its meaning from other related roles in the institution. In a sense, a role is not only a prescription for the role incumbent but also for incumbents of other roles within the organization, so that in a hierarchical setting the expectations for one role may, to some extent, form the sanctions for a second interlocking role. This quality of complementarity fuses two or more roles into a coherent, interactive unit and makes it possible for us to conceive of an institution as having a characteristic structure.

Thus far in the analysis, it has been sufficient to conceive of the role incumbents as only "actors", devoid of personal or other individualizing characteristics -- as if all incumbents of the same role were exactly alike and implemented the given role in exactly the same way. This permits certain gross understandings and prediction of behavior in a school. But roles are filled by real persons, and no two persons are exactly alike. An individual stamps the particular role he fills with the unique style of his own characteristic pattern of expressive behavior. That is, in addition to the nomothetic, or normative aspects, one must also consider the idiographic, or individualizing aspects of social behavior. Both the sociological and psychological level of analysis must be included in this dimension.

Personal dimension. The analysis of the institutional dimension into the component elements of role and expectation can be parallelled with an analysis of the individual dimension into the component elements of personality and need-disposition.

The concept "personality," like the role of institution, has been given a variety of meanings. Personality is defined by Getzels as "... the dynamic organization within the individual of those need-dispositions that govern his unique reactions to the environment." (13, p. 236) The central analytic elements of personality are the need-dispositions, which are defined by Parsons and Shils as individual "... tendencies to orient and act with respect to objects in certain manners and to expect certain consequences from these actions." (24, p. 114) The authors go on to say: "The conjoined word 'need-disposition' itself has a double connotation: on the one hand, it refers to a tendency to accomplish some end state; on the other, it refers to a disposition to do something with an object designed to accomplish the end state." (24, p. 115)

In short, to understand the behavior of specific role-incumbents in an institution, one must know both the role-expectations and the need-dispositions. Indeed, needs and expectations may both be thought of as motives for behavior: the one deriving from institutional obligations and requirements; the other from personalistic sets and propensities.

One troublesome facet of the model is the problem of the dynamics of the interaction between the organizationally defined

expectations and the personally determined needs. How is it that some complementary role incumbents (principal and teacher, for example) understand and agree at once on their mutual obligations and responsibilities, some take a long time in reaching such agreement, and some do not come to terms either with their roles or with each other?

The essential relevant concept Getzels proposes here is selective interpersonal perception; people see what their own backgrounds permit them to see. In a sense, the prescribed institutional or normative relationships of two complementary role-incumbents may be conceived as being very different. On the one hand, there is a prescribed relationship as perceived by the first organizational member in terms of his needs, dispositions, and goals. On the other hand, there is the same prescribed relationship as perceived by the second organizational member in terms of his needs, dispositions, and goals. These private perceptions are related through those aspects of public objects, symbols, values, and expectations which have to some extent a counterpart in the perceptions of both individuals (13, p. 235).

When it is said two role-incumbents understand each other, it means that their perceptions and their own organization of the prescribed complementary expectations are congruent; when it is said that they misunderstand each other, it means that their perceptions and their own organization of the prescribed complementary expectations are incongruent. The functioning of the social

system depends not only on a clear statement of the public expectations, but on the degree of overlap in the perception and individual organization of the expectations by the specific role incumbent. Ferneau has shown that when participants evaluate an interaction, the congruence of the perception of expectations often takes priority over actual observed behavior or even accomplishment (10).

By way of summarizing the argument so far, the model is pictured in Figure 1. The nomothetic axis consists of institution, role, and expectation, each term being the analytic unit for the term preceding it. Thus the school is defined by its institutions, each institution by its constituent roles, each role by the expectations attaching to it. Similarly, the idiographic axis consists of individual, personality, and need-disposition, each term again serving as the analytic unit for the term preceding it.

A given act is conceived as deriving simultaneously from both the nomothetic and idiographic dimensions. That is to say, social behavior results as the individual attempts to cope with the

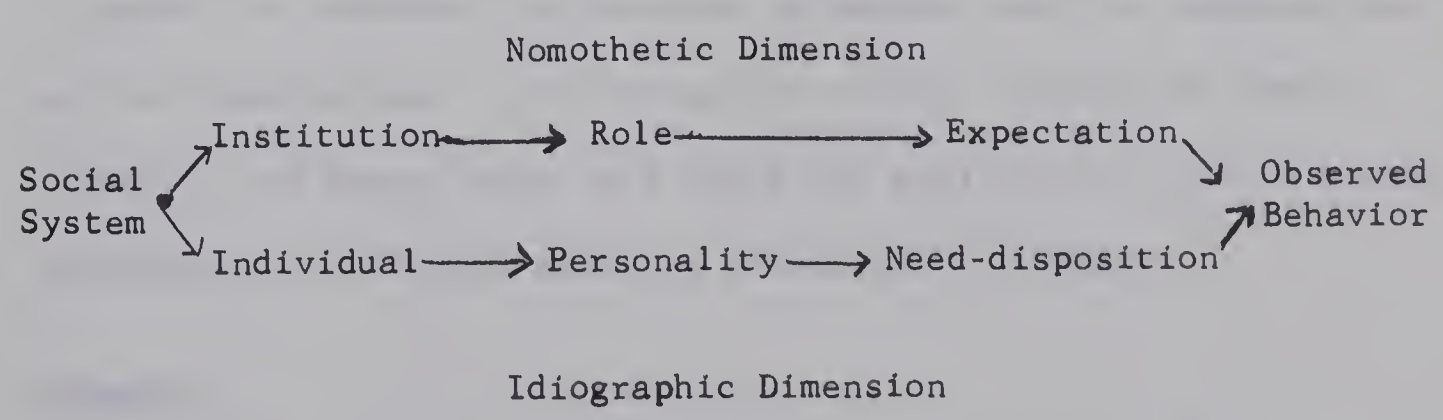

Figure 1. Model showing the nomothetic and idiographic dimensions of social behavior (from Getzels and Guba).

environment composed of patterns of expectations for his behavior in ways consistent with his own independent pattern of needs. Thus, one may say that behavior in an organization is a function of a given institutional role defined by the expectations attaching to it, and the personality of the particular role incumbent defined by his need-dispositions - B = f(RxP). The proportion of role and personality factors determining behavior will of course vary with the specific act, the specific role, and the specific personality involved.

Extension of the Model

A dimension well documented by researchers on organizational behavior and not included in the original model by Getzels and Guba is the group dimension, corresponding to the informal organization. It refers to the social order or the climate which emerges in response to the need for informal behavior norms. This social order sets the purposes or intentions of the informal group; it approves or disapproves emerging patterns of interactions; and it supports or condemns the behavior of members and the expectations of the institution. The informal dimension consists of group, climate, and norms, each term being the analytic unit for the term preceding it. The new model is illustrated in Figure 2.

Summary

The school is conceived as a social system comprised of three internal dimensions: the institutional or formally designated

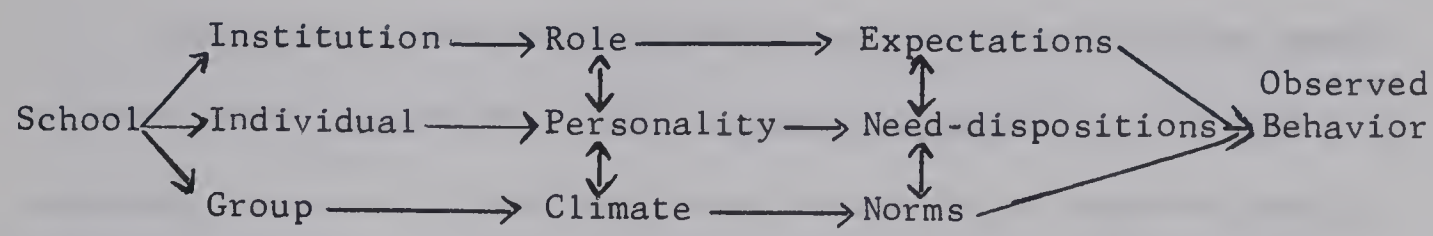

Figure 2. Model showing the nomothetic, idiographic, and informal dimensions of social behavior.

functions and procedures; the individuals with their unique personality needs; and the informal groups with their particular social climates and group norms. The role expectations held for the members of a public school organization have three identifiable components: those relating to organizational purpose; those relating to the structure for member interaction; and those relating to quality of performance. That is to say, the institution expects each role incumbent, each teacher, to subscribe to the institutionalized values, the purposes of the school; it expects his activities to be coordinated in a particular way with the activities of other teachers; and it expects a certain quality of performance in his application of means to ends.

The needs of individuals are complex and will be dealt with in a later section. However, the needs of individuals, although many and diverse, tend to group roughly into three categories: the need for self-determination or self-actualization, that is, to live by and up to one's own values; the need for security in interrelations with others; and the need to succeed in the performance of one's function.

Similarly, the norms established by informal groups appear to have three components: they expect its members to subscribe to accepted values or intentions; they prescribe an approved pattern of membership interaction; and they impose certain standards of social and professional behavior.

The behavior of a teacher will therefore be the resultant of the interactions among the three dimensions. If we focus our attention on the individual teacher with a unique personality and need-dispositions, we notice that a certain pattern of interaction with the other dimensions occurs. A teacher's need-dispositions interact with the norms of the formal dimension and the norms of the informal dimension which will produce adaptive and/or integrative behavior. This interaction is shown in Figure 3.

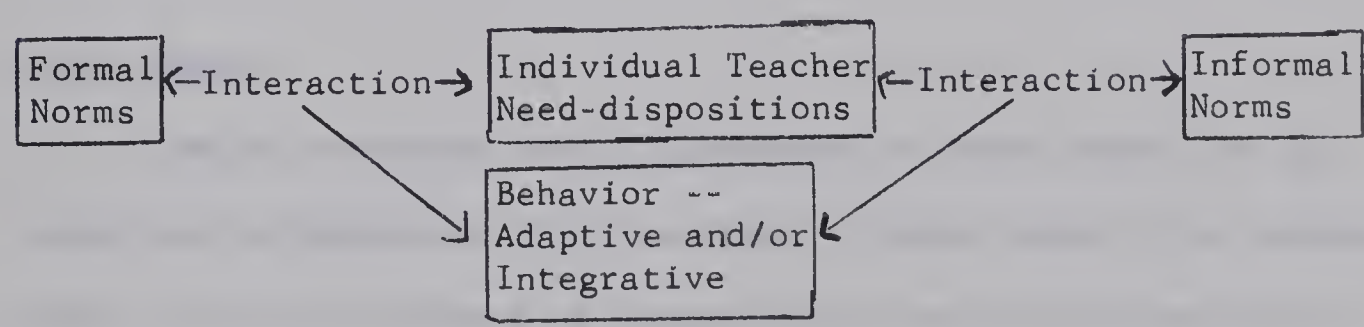

Figure 3. Interaction of a teacher's need-dispositions with the norms of the formal and informal dimensions.

From the discussion thus far and with particular reference to Figure 3, one may postulate the following propositions:

Proposition I. If the need-dispositions of a teacher are incongruent with the normative structure of the formal organization, then a conflict will occur for the teacher and manifest itself in alienative behavior.

Proposition II. If the need-dispositions of a teacher are incongruent with the normative structure of the informal organization, then a conflict will occur for the teacher and manifest itself in alienative behavior.

Proposition III. If the principal, who functions as a mediator between the nomothetic and idiographic dimensions, effectuates consonance between the need-dispositions of the teacher and the normative structure of the formal organization, then this consonance will be manifest in increased organizational integration of the teacher.

Proposition IV. If the informal group's normative structure is such that it allows the member teacher to fulfil his need-dispositions, then this consonance will be manifest in increased organizational integration of the teacher.

III. RELATED LITERATURE

To better understand the concepts of human needs and alienation it is necessary to explore them in greater depth. The purpose of this section will be to delve into the literature and to present the essential ideas.

Human Needs

Before entering into a discussion of human needs, it is important to emphasize that the study of human needs is a complex field, full of its share of theories and its internal conflicts and disagreements. The purpose of the discussion is not to review the field in any complete manner but rather to present only those aspects of need theory that seem necessary to help understand the problems on which the writer intends to focus. The result will no doubt be oversimplified and incomplete. Indeed, the human needs theorist may conclude that the taxonomies gloss over subtle but important points. If this is the case, it is hoped that the

injustices are neither grave nor injurious to a valid presentation. Two taxonomies will be presented -- Maslow's and Argyris'.

Maslow's taxonomy. Maslow developed the concept of an hierarchy of needs (20, pp. 80-87). His main tenet is that the individual will not tend to aspire to a fulfilment of the next higher level of needs until he has achieved a certain degree of fulfilment of the lower level needs. The hierarchical order of the needs are the following: (1) physiological -- needs relating to food, exercise, shelter; (2) security -- needs relating to protection against danger, threat, deprivation; (3) social -- needs relating to belonging, association, acceptance; (4) ego -- needs relating to one's self-esteem, self-confidence, independence, achievement, competence, knowledge, and needs relating to one's reputation, status, recognition, appreciation; and (5) self-fulfilment or self-actualization -- needs relating to the realization of one's own potentialities, continued self-development, creativeness. At the risk of oversimplification, it could be said that the former needs are related to the protection of one's self and the latter ones to the full expression of the individual's present potential and the striving to expand it.

Argyris' taxonomy. Argyris postulates that an individual in our culture has three basic needs: competence, self-esteem, and confirmation (1, p. 24).

Following White, Argyris states that all human beings need to feel a sense of competence (27, pp. 297-333). They strive to

deal with their environment as competently as possible. Competence may be defined as the solving of problems by developing those solutions that prevent their recurrence, and doing so with minimum expenditure of energy. Competence may be hypothesized to increase (1) as one's awareness of problems increases through training or experience, (2) as the problems are solved in such a way that they remain solved, and (3) with minimal expenditure of energy and disruption to the problem-solving process (within or betweeen individuals).

A basic requirement for interpersonal competence is self-awareness. This awareness influences the individual's stability and effectiveness because once it is formed, the self influences what the individual is able to "see" in the environment, how he evaluates it, and how he deals with it. If what he is experiencing is consonant with his self-concept, then he will see it in an undistorted manner; if what he is experiencing is antagonistic to his self, it is a threat.

For an individual to become more aware of his self, he must be able to receive feedback (or information) from others as to how they see his self and how he affects them. But, in order to be able to receive the information from others, the individual must be able to accept it. By acceptance, we mean that he must receive the message with minimum distortion. The individual can minimize the distortion by not being easily threatened by the message. In order not to be easily threatened, the individual must have a

relatively high degree of self-awareness, security in his interpersonal relations with others, and self-esteem. He must feel secure with others and value himself enough so that threatening messages are received with minimum distortion.

Argyris postulates that an individual's second need is for self-esteem. To manifest self-esteem is to value one's self. Manifestations of self-esteem are the predispositions to enlarge the awareness of one's self and others and to enlarge the acceptance of self and others. Self-esteem is developed by dealing with the world competently in such a way that a person can assign the solution of the problems to himself, to his abilities, to his work. This means that solving problems per se is not enough: the individual must experience a connection between his own part in the solution and the actual solution of the problem. The probability for increasing self-esteem for a given individual increases if the following occur:

1. He has, or perceives he has, the power to define his goals or sub-goals.
2. The goals are related meaningfully to his central needs or values.
3. He is able to define the paths to these goals.
4. The achievement of these goals represents a realistic level of aspiration for the individual.

These conditions for increasing self-esteem are identical to the ones developed by Lewin and associates in their experiments on psychological success and failure (17, pp. 338-78). Psychological success is a mechanism for increasing self-esteem; psychological failure a mechanism for decreasing self-esteem. An individual

seeking psychological success will need a world in which he can experience a significant degree of (1) self-responsibility and self-control (for example, power to define goals and paths to goals, etc.); (2) commitment (to persevere to achieve the goals); (3) productivity and work (to achieve the goals); and (4) utilization of his more important abilities.

Argyris' last postulate on human needs is confirmation. Buber believes confirmation is a basic need and activity in human life. He writes:

> "The basis of man's life with man is two fold, and it is one -- the wish of every man to be confirmed as what he is, even as what he can become, by men; and the innate capacity in man to confirm his fellowman in this way." (7, p. 81)

An individual perceives the world through his self-concept and as he gains experience, he learns that his perceptions are constantly subject to error -- his error. The awareness of the potentiality for error tends to create a basic posture of uncertainty and self-doubt and a predisposition to constant inquiry into the accuracy of his perception of his world, hence the need for confirmation. If his view and evaluation of self, others, environment, is confirmed by others, then an individual's confidence will tend to be strengthened, especially when he is receiving confirmation from those he values -- other individuals in his peer group or from authority figures.

In summary, Argyris postulates that individuals need a sense of competency, self-esteem, and confirmation. An individual

seeks psychological success and in order to experience it, two requirements are essential:

1. The individuals must value themselves and aspire to experience an increasing sense of competence. This, in turn, requires that they strive continuously to find and to create opportunities in which they can increase the awareness and acceptance of their selves and others.
2. An organization that provides opportunities for work in which the individual is able to define his immediate goals, define his paths to these goals, relate these to the goals of the organization, evaluate his own effectiveness, and constantly increase the degree of challenge at work.

If an individual has no power to set goals, cannot meaningfully relate his productivity to the goals of the organization, perceives that to increase competency socially unapproved behaviors are required, has no or little opportunity for confirmation from peers or authority figures, and cannot find the challenge to make work self-rewarding or self-fulfilling, he will experience a sense of powerlessness, meaninglessness, anomie, isolation, and self-estrangement -- dimensions of the global concept of alienation.

Alienation

Both historically and in contemporary sociological writing, alienation, or some variant of it, has found wide application in the analysis of problems and issues society-wide in scale or in a sub-system like a formal organization. No simple definition of alienation can do justice to the many intellectual traditions which have engaged this concept as a central explanatory idea. One basis of confusion is the fact that the idea of alienation has

incorporated philosophical, psychological, sociological, and political orientations. In the literature on the theory of alienation, one finds statements of the desired state of human experience, assertions about the actual quality of personal experience, propositions which link attitudes and experience to social situations and social structures, and programs for the amelioration of the human condition.

Hegel first suggested the term as descriptive of what happens to socialized man; he becomes detached from the world of nature, including his own nature. He is Adam who in community with all natural things has been broken by knowledge. (22, p. 670) To knowledge Marx added labor as an alienating factor which creates "... a conflict between the interest of the single individual ... and the common interests of all individuals." Again he states that "... man's own accomplishments turn into a power alien and opposed to him, which come to subjugate him instead of being controlled by him." (22, p. 670)

The more general implications of the concept were brought out by Weber and quoted by Gerth and Mills:

> "Marx's emphasis upon the wage worker as being 'separated' from the means of production becomes, in Weber's perspective, merely one special case of a universal trend. The modern soldier is equally 'separated' from the means of violence, the scientist from the means of inquiry, and the civil servant from the means of administration. ... The series as a whole exemplifies the comprehensive underlying trend of bureaucratization." (11, p. 50)

Nisbet attests to the centrality of the concept of alienation when he states:

> "At the present time, in all social sciences, the various synonyms of alienation have a foremost place in the studies of human relations. Investigations of the 'unattached,' the 'obsessive,' the 'normless,' and the 'isolated' individual all attest to the central place occupied by the hypothesis of alienation in contemporary social science." (23, p. 15)

Gouldner and the contributors to his volume on leadership make skillful interpretative use of alienation as a feeling of powerlessness in analyzing current emphases on leadership:

> "When leadership is invoked today, often what is being asked for implicitly are men who can accomplish what the alienated individual, overcome by a sense of powerlessness, feels he cannot. The leader becomes the symbol of control and mastery, of knowledge and insight, denied the masses." (14, p. 7)

Friedman invokes the concept when he states:

> "Alienation is related to the depersonalization of work, which eventually leads the worker to believe that in management's eyes he is a 'interchangeable' unit. Thus he gets the sense of being anonymous, a mere cypher among a mass of other workers. This feeling is reinforced by the absence of any real participation in the business." (5, pp. 139-40)

Although the concepts of alienation above illustrate the many different orientations, the perspective of this study is chiefly social-psychological in that alienation is viewed as a general syndrome made up of a number of different objective conditions and subjective feeling-states which emerge from certain interactions between a personality and the socio-technical setting within a formal organization.

Seeman attempted to bring some order into the many conceptions of alienation being used by researchers in the social sciences. He isolated five dimensions of alienation: powerless-

ness, meaninglessness, normlessness, social isolation, and self-estrangement. (26, pp. 783-91)

Powerlessness. This concept of alienation has had the most frequent usage in current literature. A person is powerless when he is an object controlled and manipulated by other persons or by an impersonal system (bureaucracy), and when he cannot assert himself as a subject to change or modify this domination. Like an object, the powerless person reacts rather than acts. He is directed or dominated, rather than self-directing. The non-alienated pole of the powerless dimension is freedom and control. Freedom is the state which allows persons to remove themselves from those dominating situations that make them simply reacting objects. Control is more positive than freedom, suggesting the assertion of the self-directing subject over such potentially dominating forces as administrators or the entangling web of rules, regulations, and procedures.

Lack of control over decision-making is common to the modern employment relationship. Formal organizations are hierarchical authority structures with power concentrated at the top and the employee has little opportunity to control the major decisions directly. When these decisions directly affect his immediate job and work load and if he is unable to stop, modify, or participate in the decision, then this gives rise to a high degree of powerlessness.

The individual task-related freedoms -- control over pace, freedom from pressure, ability to control quality and quantity, and to choose the techniques of work -- together make up control over the immediate work process. When rational formal organization does not permit intervention of the worker at any of these points, the alienating tendencies, which make the employee simply a responding object, an instrument of the productive process, are carried out to their furthest extremes.

In sum, powerlessness is the high expectancy held by the individual that his own behavior cannot influence or determine the occurrence of the outcomes.

Meaninglessness. Bureaucratic structures seem to encourage feelings of meaninglessness. As division of labor increases in complexity in organizations, individual roles may seem to lack organic connection with the whole structure of roles, and the result is that the employee may lack understanding of the coordinated activity and the sense of purpose in his work.

Karl Mannheim saw meaninglessness emerging in bureaucracies as a result of the tension between the increase in "functional rationality" and the concomitant decline of "substantial rationality." He argues that functional rationality is increasing because of the trend of modern organizations to gear everything to the highest efficiency. But along with greater efficiency and rationality of the whole, the substantial rationality of the individual who is part of the whole declines. That is to say, what

results is a decline of an individual's "... capacity to act intelligently in a given situation on the basis of his insight into the interrelations of events." (19, p. 786)

Tendencies toward meaninglessness therefore stem from the nature of modern formal organization with its emphasis on specializiation and standardization of labor that reduces the size of the employee's contribution to the final product.

In sum, meaninglessness is characterized by the individual's low expectancy that satisfactory predictions about future outcomes of behavior can be made, and a low expectancy that a meaningful relationship between the individual effort and final total effort can be seen.

Normlessness. The concept of normlessness is derived from Durkheim's description of anomie which, in the traditional sense, referred to a situation in which the social norms regulating individual conduct have broken down or are no longer effective as determiners of behavior. He goes on to describe anomie as:

> "... a planlessness in living, a method of living which defeats itself because achievement has no longer any criterion of value; happiness always lies beyond any present achievement. Defeat takes the form of ultimate disillusion -- a disgust with the futility of endless pursuit." (15, p. 29)

Merton discusses causation of anomie when he states:

> "Whatever the sentiments of the reader concerning the moral desirability of coordinating the goals-and-means phases of the social structure, it is clear that imperfect coordination of the two leads to anomie." (21, p. 148)

In summary, following Durkheim's traditional description of anomie, normlessness is defined as a high expectancy held by the individual that socially unapproved behaviors are required to achieve personal goals. The individual believes that the current norms -- societal and/or group -- must be circumvented to achieve a personal goal.

Isolation. Membership in a formal organization involves commitment to the work role and loyalty to one or more centres of the work groups. Isolation, on the other hand, means that the employee feels no sense of belonging in the work situation and is unable to identify or is uninterested in identifying with the organization and its goals. The work of Mayo and his associates have documented the role of informal work groups in providing a sense of belonging within the impersonal atmosphere of modern industry. However, an individual who does not and will not subscribe to the norms of the informal groups will have his feelings of isolation exacerbated.

The implications of bureaucratic organization for social isolation are twofold: (1) bureaucracy's norm of impersonal administration emphasizes formal procedures which, in many cases, creates a feeling of distance between teachers and administrators; and (2) the bureaucratic principle of the rational utilization of all resources to maximize organizational goals furthers the tendency to view teachers as means to ends.

Isolation also refers to the lack of social adjustment in a formal organization; that is, the warmth, security, or intensity

of an individual's social contacts are absent.

In sum, isolation as the fourth dimension of alienation refers to the low expectancy held by the individual of belonging and identifying to the organization, and a low expectancy of need-fulfilling social interaction within the organization.

Self-estrangement. This dimension of alienation is found in "The Sane Society," where Fromm writes:

> "By alienation is meant a mode of experience in which the person experiences himself as an alien. He has become, one might say, estranged from himself." (9, p. 110)

Self-estrangement refers to the fact that the employee may become alienated from his inner self in the activity of work. Particularly when an individual lacks control over the work process and a sense of purposeful connection to the work enterprise, he may experience a kind of depersonalized detachment rather than an immediate involvement or engrossment in the job tasks. This lack of present-time involvement means that the work becomes primarily instrumental, a means toward future or extra-organizational considerations rather than an end in itself. When work encourages self-estrangement it does not express the unique abilities, potentialities, or personality of the worker, Further consequences of self-estranged work may be boredom and monotony, the absence of personal growth, and a threat to a self-approved occupational identity.

Non-alienated activity consists of immersion in the present; it is involvement. Alienated activity is not free, spontaneous

activity but is compulsive and driven by necessity. In non-alienated activity the rewards are in the activity itself; in alienated states they are largely extrinsic to the activity, primarily a means to an end.

Employees are self-estranged only when they have developed needs for control, initiative, and meaning in work. The one factor which is most important in influencing self-estrangement is the amount of education. The more education a person has received, the greater the need for control and creativity, and the greater the possibility for self-estrangement if he is frustrated in his attempts at control, challenge, and initiative (6). Other factors that could influence self-estrangement are intelligence, personality, and the occupation itself.

In sum, self-estrangement is defined as a low expectancy held by the individual that the task is self-rewarding or self-fulfilling -- or in Dewey's phrase, self-consummatory.

Summary. Five different dimensions of alienation have been discussed. It should be noted that the dimensions are not completely discrete; some of them cause others to occur. However, the dimensions have in common on a general level the notion of the fragmentation or separation of man's existence. Each dimension has its unique opposite, or non-alienated state, which implies a kind of organic wholeness in the quality of human experience.

IV. RELATED RESEARCH

There is a paucity of research on the alienation of employees in an organizational setting. Although considerable research has been done on alienation within a cultural and societal setting, few researchers have examined alienation within an organization (4). Two studies, one by Pearlin (25, pp. 314-26) and the other by Clark (2, pp. 849-52), bear on the alienation of individuals within an organization.

Pearlin Study

The subjects of the study were 1138 male and female members in 152 wards of a nursing service in a hospital. The study focuses on three aspects of organization of a hospital: its authority structure, its opportunity structure, and its work groups. With regard to authority, alienation was found to be most exacerbated under conditions that minimize interaction between subordinates and superordinates and, consequently, that reduce opportunities for the former to influence the latter. This is reflected in the findings that intense alienation is most likely to occur (1) where authority figures and their subjects stand in relations of great positional disparity; (2) where authority is communicated in such a way as to prevent or discourage exchange; and (3) where the superordinate exercises his authority in relative absentia. It was further discovered that neither positional disparity nor peremptory exercise of authority was alienative for

workers who have an obeisant regard for the honorific aspects of status.

The over-all picture of the opportunity structure of the hospital is that there are far fewer relatively high positions than there are aspirants for them. Alienation is most conspicuous among the limited achievers and is remarkably low among high achievers. In addition, Pearlin found that dissatisfaction with the rewards of pay, promotion, and social mobility breeds alienation.

Finally, certain features of the work group were found to be relevant to alienation. Because behavior supported by group norms can create a sense of personal commitment and voluntarism, it was thought that those who work alone are more subjected to feelings that their activities are ruled by outside forces. Pearlin found that alienation occurs less among those who have established extra-work friendship relations with fellow workers and this was found to be especially true when the friends are part of the same face-to-face work group.

Clark Study

Clark studied the membership of an agricultural cooperative organization to determine the amount of member alienation, satisfaction, participation, and knowledge of his organization.

Clark found that alienation is related to the member's: satisfaction with the organization ($r = -.62$); participation in the organization ($r = -.37$); knowledge of the organization

($r = -.30$); and number of memberships in other organizations ($r = -.21$). In addition, alienation was related to the number of other members known ($r = -.17$) and the number of visits by organizational officials ($F = 8.79$).

Clark summarizes his findings by stating that the more powerless the members of an organization feel, the more likely they are to be dissatisfied with its operations. If one assumes a degree of causality in this relationship, it illustrates a dilemma not only for agricultural cooperatives, but for other organizations that are growing in membership, degree of complexity, and bureaucratization.

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CHAPTER II

PROBLEM AND METHODOLOGY

I. THE RESEARCH PROBLEM

Statement Of The Problem

The basic problem. This study was concerned with the relationship of the magnitude of alienation and organizational integration of teachers to (1) the teachers' perceptions of satisfaction, school effectiveness, and principal effectiveness; and (2) the principal's perceptions of their status, authority, personal, and process orientations.

The sub-problems. The sub-problems in this study were divided into three categories:

1. Teachers' characteristics. What was the relationship of the magnitude of alienation and organizational integration of teachers to the teachers'
   a) population in a school?
   b) grade(s) taught?
   c) years of experience in the present school?
   d) total years of experience?
   e) sex?
   f) age?
   g) years of professional training?

2. Principals' characteristics. What was the relationship of the magnitude of alienation and organizational integration of teachers to the principals'
   a) time for administration?
   b) amount of secretarial assistance?
   c) total years of experience as a teacher and principal?
   d) years of experience as a principal?
   e) years of experience as a principal in the present school?
   f) sex?

g) age?
h) years of professional training?
i) amount of graduate training in educational administration?

3. Principals' perceptions of the staff. What was the relationship of the magnitude of alienation and organizational integration of the teachers to the principals' perceptions of
   a) proportion of staff difficult to know?
   b) proportion of staff slow to return completed reports?
   c) proportion of staff seeking advice from the principal?
   d) proportion of staff highly interested in trying out new ideas?
   e) proportion of staff unable to solve problems independently?
   f) proportion of staff discussing personal problems with the principal?
   g) proportion of staff spending considerable time in informal socializing?
   h) proportion of staff find it difficult to work with other teachers?
   i) school effectiveness.

The Importance of the Problem

Finding a balance between the rational and irrational elements of human behavior is a cardinal issue of modern organizational life. The basic question faced by administrators is how best to coordinate human activities in order to make a highly productive unit, and at the same time, maintain social integration, the normative commitments of participants, and their motivation to participate.

Despite the very broad and insightful use of alienation in the analysis of the larger social scene by social scientists, the concept is much less commonly used for the analysis of behavior in formal -- organizational settings; and, in particular,

its relevance for understanding the role of a teacher has thus far escaped the attention of most researchers. This study hoped to remedy the latter situation and, concomitantly, to increase the administrator's knowledge of the negative and positive impacts of the school's formal and informal organization on the teacher so that he may perform his functions even more competently.

Hypotheses

The following hypotheses were submitted for analysis:

1. There is a significant relationship between the teachers'
   a) alienation and their perception of satisfaction with all aspects of the teaching situation, and
   b) organizational integration and their perception of satisfaction with all aspects of the teaching situation.

2. There is a significant relationship between the teachers'
   a) alienation and their rating of school effectiveness, and
   b) organizational integration and their rating of school effectiveness.

3. There is a significant relationship between the teachers'
   a) alienation and their rating of principal effectiveness, and
   b) organizational integration and their rating of principal effectiveness.

4. There is a significant relationship between the teachers'
   a) alienation and each of the principals' status, authority, personal, and process orientations, and
   b) organizational integration and each of the principals' status, authority, personal, and process orientations.

II. METHODOLOGY

Collection of Data

The Council of School Administration, under the direction of Dr. E. Miklos, contacted the schools in the province of Alberta to determine if they wished to participate in the Organizational Climate Clinic. To those schools who responded affirmatively, ten organizational Climate Description Questionnaires and one Principal's Questionnaire were sent to each school. Assurances that the individual responses would be strictly confidential were given to both the teachers and principals. The principal of each school selected a coordinator whose task was to completely take charge of the project within the school. In order to randomize the sample, the coordinator was instructed to place all the teachers names (or some code) in a container and draw ten names from the container. These ten teachers were to answer the teacher questionnaires. When all the questionnaires were completed -- teachers and principal -- the coordinator sent the completed questionnaires to Dr. E. Miklos. Upon receipt of the completed questionnaires from the coordinator, they were coded as to school and teacher number and the responses were transferred to I.B.M. punch cards.

Sample

The sample consisted of fifteen hundred forty four teachers and one hundred eighty five principals. Analysis of the teacher

and principal samples are found in Table I and Table II. The results of the analyses clearly indicated the randomness of the samples.

Treatment of the Data

Each I.B.M. punch card contained the following data: the teacher's alienation and organizational scores; the teacher's characteristics; the teacher's rated satisfaction, principal and school effectiveness scores; the principal's orientation scores; the principal's characteristics and rated school effectiveness score; the principal's perceptions about the staff; and the school number. Each teacher was assigned his/her principal's scores.

The data was subjected to three statistical analyses: multiple correlation, analysis of variance, and multiple regression. Computer programs were written by the writer for the first two statistical analyses; a library tape containing the multiple regression program was used for the last analysis. The I.B.M. 7040 Computer at the Department of Computing Science, University of Alberta, Edmonton, was used to process the data.

III. INSTRUMENTATION

Instrument

The Organizational Climate Description Questionnaire (O.C.D.Q.) was adapted as the instrument to measure the alienation

TABLE I

ANALYSIS OF THE TEACHER SAMPLE

N = 1544

No. of teachers in school		Grades in the school	
1. 9 or fewer	(140)[a]	1. 1 to 6	(704)
2. 10 to 19	(790)	2. 1 to 9	(121)
3. 20 to 29	(436)	3. 1 to 12	(426)
4. 30 to 39	(123)	4. 7 to 9	(39)
5. 40 to 49	(22)	5. 7 to 12	(123)
6. 50 or more	(33)	6. 10 to 12	(131)
Years in present school		**Years of teaching**	
1. 1	(732)	1. 1	(329)
2. 2 to 4	(302)	2. 2 to 4	(139)
3. 5 to 8	(375)	3. 5 to 8	(264)
4. 9 to 10	(22)	4. 9 to 10	(348)
5. 11 to 20	(98)	5. 11 to 20	(396)
6. 21 or more	(15)	6. 21 or more	(68)
Age		**Years at university**	
1. under 24	(320)	1. 1	(466)
2. 25 to 29	(252)	2. 2	(384)
3. 30 to 34	(153)	3. 3	(173)
4. 35 to 44	(337)	4. 4	(333)
5. 45 to 54	(321)	5. 5	(121)
6. 55 and over	(161)	6. 6	(67)
Sex			
1. male	(509)		
2. female	(1035)		

[a] Figures in parenthesis indicate the number of teachers in each category.

TABLE II

ANALYSIS OF THE PRINCIPAL SAMPLE

N = 185

Years teacher and principal		Years as principal	
1. 4 or less	(6) [a]	1. 1	(24)
2. 5 to 8	(22)	2. 2 to 3	(23)
3. 9 to 16	(62)	3. 4 to 6	(30)
4. 17 to 23	(37)	4. 7 to 12	(57)
5. 24 to 31	(22)	5. 13 to 18	(23)
6. 32 or more	(36)	6. 19 or more	(28)
Years principal of present school		**Age**	
1. 1	(53)	1. under 24	(2)
2. 2	(25)	2. 25 to 29	(19)
3. 3 or 4	(40)	3. 30 to 34	(20)
4. 5 to 8	(42)	4. 35 to 44	(60)
5. 9 to 15	(15)	5. 45 to 54	(50)
6. 16 or more	(10)	6. 55 or more	(34)
Years at university		**Sex**	
1. 1	(4)	1. male	(171)
2. 2	(7)	2. female	(14)
3. 3	(10)		
4. 4	(65)		
5. 5	(44)		
6. 6	(55)		
Graduate work in educational administration			
1. no graduate courses	(97)		
2. some graduate courses	(73)		
3. hold a graduate degree	(15)		

[a] Figures in parenthesis indicate number of principals in each category.

and organizational integration of the teachers.

Validation of the instrument. Use of the adapted instrument can be justified and its validity defended if and only if it can be demonstrated that the measure is in accordance with and emanates from established theory. However, before providing this demonstration, a few general comments should be made.

When the writer perused the authors' descriptions of the subtests, he was forcibly struck by the realization that the authors, perhaps unbeknownst to them, were implicitly and explicitly characterizing the factors that constitute the global concepts of alienation and organizational integration (2, pp. 28-32). Perusal of the questions that constitute each subtest reinforced the writer's initial realization. This realization was further strengthened by Andrews' study; in particular, his finding that (1) overall Climate does not predict anything that the subtests do not predict better; and (2) the Climate variable acts merely as a somewhat blurred esprit score (1, pp. 317-35). The blurred esprit score may be said to be the resultant of forces that generate feelings of frustration and inhibition (alienative forces) and forces that generate feelings of accomplishment, social connection, and responsibility (integrative forces).

In the theoretical framework, it has been established that the formal and informal organizations provide opportunities for a healthy personality to experience psychological success and

organizational integration. Concomitantly, these same organizations provide an environment in which a person will experience psychological failure, the opposite pole of psychological success, and feelings of alienation.

Subtest validation. The subtest Disengagement was explicitly described by Halpin and Croft as "the more general concept of anomie as first described by Durkheim" (2 p. 29). Anomie was described under the third dimension of alienation -- normlessness. The subtest Disengagement was not deduced from the theoretical framework: it is an integral part of the framework.

The subtest Aloofness measures the principal's behavior as being formal and impersonal, universalistic rather than particularistic, guided by rules and policies rather than dealing with a teacher on an informal basis. Hence, the principal is emotionally detached from the teacher; he places himself at a pronounced positional disparity with the teacher. The teacher is denied opportunities to confirm his competence and/or his self-esteem by an authority figure. Pearlin's study clearly established that intense alienation is most likely to occur when an authority figure maintains a posture of positional disparity (3, pp. 314-26). Hindrance by the individual who is the agent of the formal organization can be deduced as being alienative to the teacher.

The subtest Hindrance measures the teacher's perception of the principal, the individual who personifies the formal

organization, hindering rather than facilitating his work. The principal burdens the teacher with routine duties, committee demands, and other requirements which the teacher construes as unnecessary busy-work. Hindrance on the part of the principal frustrates the teacher's basic need-fulfilling requirements: it frustrates his attempts of increasing competence by denying him the time; it denies the teacher ways of increasing his self-esteem by the placement of meaningless goals before him; and it curtails the teacher's attempts at self-actualization through the hindrance of the principal. The Hindrance subtest would be a measure of the teacher's alienation.

Production Emphasis is a subtest that measures the degree to which a teacher perceives himself to be closely supervised and directed by the principal. The principal plays the role of the straw-boss, his communication is one way, and he is not sensitive to feedback from the teacher. All the five dimensions of alienation are evinced when a teacher, having needs for control, initiative, creativity, meaning in work, and feedback is frustrated by a principal who is highly oriented toward control, direction, and insensitivity toward feedback. The study by Pearlin revealed that intense alienation is most likely when authority is communicated in such a way as to prevent or discourage exchange (3, pp. 314-26). Hence, production emphasis by the principal can instigate an alienative disposition in a teacher.

However, production emphasis may be an ambivalent concept; it may also lead to integrative behavior. If a teacher does not possess strong inner, conscious needs for control over work, initiative, and creativity, or has little training and/or experience, or is a female, or has an obeisant regard for the honorific aspects of status, then a highly directive principal would evince integrative behavior from the teacher: the teacher would construe a highly directive principal as contributing toward goal achievement. Whether a highly directive principal evinces alienative or integrative behavior will depend upon the unique personality of the teacher.

The subtest Intimacy measures the teacher's friendly social relations with the faculty. One of the basic needs that must be satisfied is the teacher's need for social connection; it provides the teacher with an atmosphere in which he can seek confirmation from his peers of his competence and self-esteem. This measure is the non-alienated pole of the social isolation dimension of alienation.

Esprit as a subtest refers to the teacher enjoying a sense of accomplishment in his job and a sense of social connection. Both the formal and informal organizations have functioned in such a way that the teacher's personality needs are being fulfilled. Thus, this subtest measured the organizational integration of the teacher.

Thrust is the subtest that measures the teacher's perception of the principal motivating himself and others through example. It is not marked by close supervision. The teacher fulfills his needs for control, initiative, responsibility, and competence but at the same time he can find confirmation through the example set by the agent of the formal organization. The opportunity presented for confirmation is viewed favorably by the teacher and hence will lead to integrative behavior.

The subtest Consideration is a measure of the teacher's perception of the principal's "humanness" toward him. Its opposite pole would be the subtest Aloofness which measures the principal's behavior as being universalistic and nomothetic. The teacher favorably views the particularistic, idiosyncratic, and considerate behavior of the principal and hence the teacher's behavior would be integrative.

Dimensionality. It is desirable for the subtests of an instrument to be mutually independent. Such true dimensionality cannot be claimed for the Organization Climate Description Questionnaire. Table III shows the intercorrelations between the subtests Esprit, Intimacy, Thrust, and Consideration. The subtests all correlated positively and the correlation coefficients were all statistically significant at an extremely high level of significance: the smallest correlation coefficient was between Intimacy and Thrust which yielded a transformed score of 0.210 and the largest correlation coefficient was between Esprit and

TABLE III

INTERCORRELATIONS OF THE SUBTESTS ESPRIT, INTIMACY, THRUST, AND CONSIDERATION

Subtest	Esprit	Intimacy	Thrust	Consideration
Esprit	1.000	0.298 [a]	0.575	0.357
Intimacy		1.000	0.207	0.321
Thrust			1.000	0.560
Consideration				1.000

[a] All coefficients are significant beyond the 0.01 level.

Thrust which yielded a transformed score of 0.655. The critical value for significance at the one per cent level was 0.063.

Table IV illustrates the intercorrelations between the subtests Disengagement, Hindrance, Aloofness, and Production Emphasis. The correlation coefficients were all positive and were all significant beyond the one per cent level except the coefficient between Hindrance and Production Emphasis.

Table V presents the intercorrelations between the subtests labelled as alienative and those subtests that are labelled as integrative. Two anomalies emerged from the intercorrelations: (1) Production Emphasis correlated positively with the subtests measuring integration; and (2) Intimacy correlated positively with Disengagement. The first anomaly has been previously explained when it was maintained that Production Emphasis could be a dichotomous measure. The second anomaly is much more difficult to explain. However, it is suggested that a high degree of Intimacy may result if many small cohesive informal groups exist in a school. When the faculty has to act in concert the many informal groups steadfastly maintain their norms and a high level of Disengagement occurs -- the faculty is "not in gear" with respect to the task at hand. The first anomaly is the more serious of the two and will be dealt with by eliminating the subtest Production Emphasis from the measurement of alienation so that true polarity can be ascribed to the alienation and organizational integration measurements.

TABLE IV

INTERCORRELATIONS OF THE SUBTESTS DISENGAGEMENT, ALOOFNESS, HINDRANCE, AND PRODUCTION EMPHASIS

Subtest	Disengagement	Hindrance	Aloofness	Prod. Emphasis
Disengagement	1.000	0.370[b]	0.166	0.119
Hindrance		1.000	0.142	0.038[a]
Aloofness			1.000	0.200
Prod. Emphasis				1.000

[a] Underlined coefficient is not significant at the 0.05 level.

[b] Coefficients not underlined are significant beyond the 0.01 level.

TABLE V

INTERCORRELATION OF ALL SUBTEST SCORES

Integration	Alienation			
	Disengagement	Hindrance	Aloofness	Prod. Emphasis
Esprit	-0.378[a]	-0.350	-0.97	0.177
Intimacy	0.065	-0.138	-0.059[b]	0.127
Thrust	-0.288	-0.327	-0.065	0.201
Consideration	-0.019[c]	-0.175	-0.039	0.242

[a] Coefficients not underlined are significant beyond the 0.01 level.

[b] Coefficients underlined with a single line are significant at the 0.05 level.

[c] Coefficients underlined with a double line are not significant at the 0.05 level.

The measurement of alienation is the average of the sum of the scores on the subtests Disengagement, Hindrance, and Aloofness; the measure of organizational integration is the average of the sum of the scores on the subtests Esprit, Intimacy, Thrust, and Consideration. Table VI illustrates how the composite scores correlated negatively and that the correlation between the two measures doubled when Production Emphasis was not included in the alienation measure. The negative correlation demonstrated that an increase in one measure resulted in a decrease of the other. Each dimension had its unique opposite, an alienated and non-alienated pole, which implied a kind of organic unity in the quality of the teacher's experience (see p. 33).

Summary. The O.C.D.Q. was adapted as the instrument to measure the alienation and organizational integration of the teacher. Its use and validity can be defended because each subtest can be deduced from the established theoretical framework. In order to establish true polarity, the four subtests Esprit, Intimacy, Thrust, and Consideration were combined to measure the organizational integration of the teacher and the three subtests Disengagement, Hindrance, and Aloofness were combined to measure the teacher's alienation. The subtest Production Emphasis was omitted in order to establish polarity of the two measures.

In addition, the questionnaire obtained the characteristics of the teacher and the indices of the teacher's satisfaction,

TABLE VI

INTERCORRELATION OF COMPOSITE SCORES

Alienation	Organizational Integration
Disengagement, Hindrance, and Aloofness	-0.319[a]
Disengagement, Hindrance, Aloofness, and Prod. Emphasis	-0.150

[a] Coefficients are significant beyond the 0.01 level.

rated school effectiveness, and rated principal effectiveness.

Scoring of the Instrument

The instrument was constructed by Halpin and Croft using Likert-type items. To each question the teacher chose one of either "very frequently occurs," "often occurs," "sometimes occurs," or "rarely occurs." The respective weighting given to the choices was 9, 8, 7, and 6 with some of the items reflected in the scoring. A list of the questions belonging to each of the two dimensions and the questions whose scores were reflected are found in Appendix A.

Principal Orientation Questionnaire

The Principal Orientation Questionnaire was developed by Dr. E. Miklos, Department of Educational Administration, University of Alberta, based, in part, on the research study by Melvin Seeman (4). The instrument measured the principal's status, authority, personal, and process orientations. In addition, a section of the questionnaire procured the characteristics of the principal and his perceptions of the staff.

Scoring of the Principal Orientation Questionnaire. The questionnaire was constructed using Likert-type items. To each item a teacher chose one of either "strongly agree," "agree," "uncertain," "disagree," or "strongly disagree." The choices were weighted 5, 4, 3, 2, or 1 respectively with some of

the items reflected in the scoring. A list of the questions in each dimension and the questions whose scores were reflected are found in Appendix A.

IV. DEFINITION OF TERMS

1. Alienation: A global concept incorporating some or all dispositions of powerlessness, meaninglessness, anomie, social isolation, and self-estrangement. It is the resultant of the negative impact of the formal and group organization on the need-dispositions of a healthy personality.

2. Organizational Integration: A global concept incorporating some or all dispositions of increased competency, self-esteem, confirmation, and social connection. It is the resultant of the positive impact of the formal and group organization on the need-dispositions of a healthy personality.

3. Teacher Satisfaction: A term referring to the degree of self-fulfillment a teacher experiences with all aspects of his teaching situation in the present school.

4. School Effectiveness: A term relating to the degree a teacher perceives his school to be achieving the goals of education.

5. Principal Effectiveness: A term relating to the degree the teacher perceived his principal to be discharging competently the functions the teacher believes the principal should perform.

6. Status Orientation: This term relates to the degree the principal emphasizes his rank in the hierarchical structure.

7. Authority Orientation: This term refers to the degree the principal emphasizes and makes visible the power of his position.

8. Personal Orientation: This term refers to the degree the principal emphasizes the application of particularistic criteria.

9. Process Orientation: This term refers to the degree the principal emphasizes the means to the goals.

V. ASSUMPTIONS

1. It is assumed, a priori, that even the most alienated work is never totally unpleasant; and even in the most unalienated conditions, work is never totally pleasurable.

2. The instrument for measuring the alienation and organizational integration of a teacher is valid and reliable.

3. The instrument for measuring the orientations of the principal is valid and reliable.

4. The teachers and principals responded to their respective questionnaires in all good faith.

5. The teachers who responded to the questionnaire possessed a healthy personality.

VI. DELIMITATIONS OF THE STUDY

1. The study involved 185 schools, 1544 teachers, and 185 principals in the province of Alberta.

2. A maximum of ten teachers were chosen from any one school.

3. The conclusions and results of the study are applicable to the teachers and principals responding to the questionnaires in the school year 1964-65.

VII. LIMITATIONS OF THE STUDY

1. The scope of this study is limited and any conclusions or generalizations should be considered as only tentative.

2. The dimensions of teacher satisfaction, school effectiveness, and principal effectiveness are each measured by a single response.

VIII. REFERENCES FOR CHAPTER II

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CHAPTER III

RESULTS, ANALYSIS, AND DISCUSSION:

PART I -- TEACHERS' CHARACTERISTICS

Overview of the Analysis

The sub-problems and the hypotheses bearing on the teachers' characteristics were subjected to three different analyses: intercorrelation, analysis of variance, and multiple (step-wise) regression. Results of the relationship between the teachers' characteristics -- teacher population in a school, grade(s) taught, years of experience in the present school, total years of experience, sex, age, and years of professional training -- and the magnitude of alienation and organizational integration initiate the chapter. Concluding the chapter are the results of testing the three hypotheses: significant relationships existed between the teachers' perception of satisfaction, school effectiveness and principal effectiveness and the magnitude of alienation and organizational integration.

Sub-Problems

Intercorrelations. The correlations between the teachers' characteristics and alienation are found in Table VII. Alienation correlated positively and beyond a statistical significance of 0.01 with teacher population in a school, grades in a school, and years of university training. A negative correlation,

TABLE VII

CORRELATIONS OF ALIENATION AND ORGANIZATIONAL INTEGRATION SCORES WITH TEACHERS' CHARACTERISTICS

	No. of teachers	Grades in school	Yrs. experience present school	Total yrs. experience	Sex	Age	University training
Alienation	0.103[a]	0.142	-0.027[c]	-0.113	-0.169	-0.183	0.071
Organizational integration	0.003	-0.043	-0.016	0.020	0.033	0.061[b]	0.020

[a] Coefficients underlined with a double line are significant beyond 0.01.

[b] Coefficients underlined with a single line are significant at 0.05.

[c] Coefficients not underlined are not significant at 0.05.

statistically significant beyond the 0.01 level, existed between alienation and total years of experience, sex of the teacher, and age. Although a negative correlation appeared between alienation and years of experience in the present school, the relationship was not significant at the 0.05 level.

In addition, Table VII presents the correlation between organizational integration and the teachers' characteristics. Organizational integration correlated positively with teacher population in a school, total years of experience, sex, years of university training, and age. Age and organizational integration correlated at the 0.05 level of significance: the other correlations were not significant at the 0.05 level. The correlations between organizational integration and (1) grades in a school and (2) years of experience in the present school were negative and not significant at the 0.05 level. However, the correlation between organizational integration and grades in a school (-0.043) approached significance at the 0.05 level (-0.049).

Analyses of variance. To execute the analyses of variance the teachers were grouped into each teacher characteristic according to the following criteria: (a) number of teachers in the school -- (1) 9 or fewer, (2) 10 to 19, (3) 20 to 29, (4) 30 to 39, (5) 40 to 49, and (6) 50 or more; (b) grades in the school -- (1) 1 to 6, (2) 1 to 9, (3) 1 to 12, (4) 7 to 9, (5) 7 to 12, and (6) 10 to 12; (c) years in the present school -- (1) 1,

(2) 2 to 4, (3) 5 to 8, (4) 9 to 10, (5) 11 to 20, and (6) 21 or more; (d) years of teaching experience -- (1) 1, (2) 2 to 4, (3) 5 to 8, (4) 9 to 10, (5) 11 to 20, and (6) 21 or more; (e) sex -- (1) male, and (2) female; (f) age -- (1) under 24, (2) 25 to 29, (3) 30 to 34, (4) 35 to 44, (5) 45 to 54, and (6) 55 and over; and (g) years of training -- (1) 1, (2) 2, (3) 3, (4) 4, (5) 5, and (6) 6.

The F-ratios from the analyses of variance are presented in Table VIII. The F-ratio associated with alienation as the dependent variable and the "number of teachers in the school" as the independent variable was 4.410: it was significant beyond the 0.01 level. Group 6 (50 or more teachers) followed by group 4 (30 to 39 teachers) indicated the highest magnitude of alienation. Group 1 (9 or fewer teachers) showed the least amount of alienation.

Using "grades in the school" as the independent variable, a F-ratio of 9.287 was obtained (significant beyond the 0.01 level). Alienation existed to the largest degree in group 5 (grades 7 to 12) and existed least in group 1 (grades 1 to 6).

When the independent variable was "years of experience in the present school" a non-significant, 0.05 level, F-ratio of 1.496 was obtained. A difference of means t-test, using the greatest mean (21 years or more) and least mean (5 to 8 years), yielded at the 0.05 level a non-significant t-value of 0.8945. In passing, it should be mentioned that 47.42% of the teachers

TABLE VIII

F-RATIOS FROM ANALYSES OF VARIANCE USING ALIENATION AND ORGANIZATIONAL INTEGRATION AS DEPENDENT VARIABLES AND TEACHER'S CHARACTERISTICS AS INDEPEDENT VARIABLES

	No. of teachers	Grades in school	Yrs. experience present school	Total yrs. experience	Sex	Age	Yrs. of training
Alienation	4.410[a]	9.287	1.496	7.446	45.402	12.583	2.539[b]
Organizational integration	1.574[c]	0.789	0.139	2.066	1.700	1.860	0.372

[a] Coefficients underlined with a double line are significant beyond 0.01.

[b] Coefficients underlined with a single line are significant at 0.05.

[c] Coefficients not underlined are not significant at 0.05.

were found in group 1 (1 year of experience in the present school).

A F-ratio of 7.446, significant beyond the 0.01 level, was obtained using "total years of experience" as the independent variable. The most alienated teachers were found in group 2 (2 to 4 years) and those least alienated were found in group 6 (21 years or more).

If "sex" constituted the independent variable, a significant (0.01) F-ratio of 45.403 was obtained. The males manifested a much higher magnitude of alienation than the females.

"Age" as an independent variable produced a significant (0.01) F-ratio of 12.583. The groups that showed the greatest amount of alienation were group 1 (under 24 years) and group 2 (25 to 29 years). Group 6 (55 years and over) presented the least amount of alienation.

Lastly, the use of "years of university training" as a basis for partition and alienation as the dependent variable produced a significant (0.05) F-ratio of 2.539. Groups 6 and 4 (6 years and 4 years respectively) manifested the greatest magnitude of alienation; group 1 (1 year) showed the least amount of alienation.

The F-ratios from the analyses of variance using organizational integration as the dependent variable and teacher's characteristics as the independent variables are also presented in Table VIII. Using "number of teachers in the school" as an independent variable, a non-significant F-ratio of 1.574 was

obtained. Group 4 (30 to 39 teachers) showed the greatest amount of organizational integration; group 6 presented the least amount of organizational integration. The t-value obtained from testing the difference of means between group 4 and 6 was 2.613 which is significant at the 0.01 level. There were no other statistically significant t-values at the level of 0.05.

A F-ratio of 0.789, not significant at the 0.05 level, was obtained from the independent variable "grades in the school." The school showing the highest degree of organizational integration was group 1 (grades 1 to 6) while group 5 (grades 7 to 12) showed the least amount. No t-values were found at a level of significance of 0.005 when tests of difference of means were performed.

"Years of experience in the present school" as an independent variable yielded a statistically non-significant F-ratio of 0.139. Group 6 (21 years or more) manifested the greatest magnitude of organizational integration while group 5 (11 to 20 years) showed the least amount.

If "total years of experience" was employed as an independent variable, a F-ratio of 2.066, not significant of the 0.05 level, was obtained. A t-test applied on the difference of means between group 5 (11 to 20 years) and group 3 (5 to 8 years) yielded a t-value of 2.699 which was significant at the 0.01 level.

When "sex" was used as a basis for partition a non-significant F-ratio was calculated.

Table VIII illustrates a F-ratio of 1.860, not significant at the 0.05 level, when "age" is applied as the independent variable. Group 6 (55 years and over) indicated the most organizational integration while group 1 (under 24 years) indicated the least amount. A t-test on the extreme means, groups 1 and 6, yielded a t-value of 2.966 -- significant at the 0.01 level. A second t-test involving the means of group 6 and group 2 (25 to 29 years) produced a t-value of 2.341 -- significant at the 0.05 level.

Lastly, a non-significant F-ratio at the 0.05 level was obtained when "years of training" was employed as a criterion for partitioning the sample. Group 4 (4 years) demonstrated the greatest amount of organizational integration; group 3 (3 years) demonstrated the least amount of organizational integration. A t-test involving the means of the above two groups did not produce a t-value significant at the 0.05 level.

Discussion. Whereas alienation bears a strong functional relationship to the teacher's characteristics, organizational integration manifests a weak association. With the exception of one, all the correlation coefficients between alienation and the teacher's characteristics were statistically significant beyond the 0.01 level: the exception being the correlation coefficient between alienation and "years of experience in the present school"

whose significance lay at the 0.05 level. The F-ratios obtained from analyses of variance of alienation scores, using the teachers' characteristics as the independent variables, were significant beyond the 0.01 level when the variables were "number of teachers," "grades in the school", "total years of experience," "sex," and "age"; significant beyond the 0.05 level for the variable "years of university training"; and not significant at the 0.05 level for the variable "years of experience in the present school."

Certain intercorrelations, found in Table IX, can be predicted; for example, the intercorrelations among total experience, experience in the present school, and age. If the above correlations are omitted, it is interesting to note that sex and years of university training account for eight of the remaining eleven statistically significant correlation coefficients.

The large relationship between alienation and years of university training was deductible from the theoretical framework: the more training a person obtains the greater the need for control, creativity, challenge, and initiative. If a highly trained teacher is frustrated in his attempt to satisfy basic professional needs, then he will overtly or covertly manifest a predisposition toward alienation.

Despite the effects of emancipation, women on the average are more amenable to administrative control, less conscious of organizational status, and more submissive to authority than men. The F-ratio from the analysis of variance using "sex" as the

TABLE IX

INTERCORRELATIONS AMONG TEACHERS' CHARACTERISTICS

	No. of teachers	Grades in school	Experience present school	Total experience	Sex	Age	University training
No. of teachers	1.000	0.337[a]	0.018[c]	0.004	-0.154	0.023	0.264
Grades		1.000	0.016	0.052[b]	-0.347	0.020	0.387
Experience in present school			1.000	0.415	0.123	0.461	-0.091
Total experience				1.000	0.136	0.732	0.022
Sex					1.000	0.081	-0.412
Age						1.000	0.019
University training							1.000

[a] Coefficients underlined with a double line are significant beyond 0.01 level.

[b] Coefficients underlined with a single line are significant at the 0.05 level.

[c] Coefficients not underlined are not significant at the 0.05 level.

independent variable illustrated this fact very vividly.

Organizational integration indicated an extraordinarily weak relationship with the teacher's characteristics. Of the seven F-ratios, none are significant; of the seven correlation coefficients, only one (age) is significant at the 0.05 level. Perhaps teachers are unequivocably certain about what they find alienative but equivocate about what they find integrative.

Hypotheses

Three hypotheses were tested: (1) there was a significant relationship between the teachers' alienation and organizational integration and their perception of satisfaction with all aspects of the teaching situation; (2) there was a significant relationship between the teachers' alienation and organizational integration and their rating of school effectiveness; and (3) there was a significant relationship between the teachers' alienation and organizational integration and their rating of principal effectiveness.

Intercorrelations. Table X presents the correlations between alienation and organizational integration and the teachers' perceptions of satisfaction, school effectiveness, and principal effectiveness. At an enormously high level of significance, alienation correlated positively with all three teacher perceptions. The correlation coefficient associated with satisfaction is the largest, followed by principal effectiveness, and concluded by school effectiveness.

TABLE X

CORRELATIONS OF ALIENATION AND ORGANIZATIONAL INTEGRATION WITH SCHOOL EFFECTIVENESS, SATISFACTION AND PRINCIPAL EFFECTIVENESS

	School effectiveness	Satisfaction	Principal effectiveness
Alienation	0.252[a]	0.378	0.357
Organizational integration	-0.391	-0.486	-0.570

[a] All coefficients significant beyond the 0.01 level.

Organizational integration correlated negatively at a very large level of significance with all three teacher perceptions. From the largest to the smallest, the correlation coefficients were associated with principal effectiveness, satisfaction, and school effectiveness.

Analyses of variance. The teachers were asked to respond to the questions on school and principal effectiveness by answering to one of (1) outstanding, (2) very good, (3) slightly above average, (4) slightly below average, (5) poor, or (6) very poor. To the question on satisfaction with all aspects of the teaching situation, the teachers responded to one of (1) enthusiastic, (2) satisfied, (3) fairly well satisfied, (4) somewhat dissatisfied, (5) dissatisfied, or (6) very dissatisfied. The above six categories in each question constituted the independent variables in the analyses of variance tests.

The results of the analyses of variance tests are presented in Table XI. F-ratios for both alienation and organizational integration were significant considerably beyond the 0.01 level. Teachers who had a high mean alienation score tended to rate the effectiveness of school and principal as "very poor"; they rated their satisfaction with all aspects of the teaching situation as "very dissatisfied" or "dissatisfied." Teachers who had a high mean organizational integration score tended to rate the effectiveness of the school and principal as "outstanding"; they rated their satisfaction as "enthusiastic."

TABLE XI

F-RATIOS: ALIENATION AND ORGANIZATIONAL INTEGRATION WITH SCHOOL EFFECTIVENESS, SATISFACTION, AND PRINCIPAL EFFECTIVENESS

	School effectiveness	Satisfaction	Principal effectiveness
Alienation	27.501[a]	54.287	49.796
Organizational integration	70.178	95.815	149.545

[a] All coefficients significant beyond the 0.01 level.

Discussion. The finding that alienation was highly correlated with dissatisfaction complements the finding of Clark (1, pp. 849-52). It is interesting to note that organizational integration was highly correlated with principal effectiveness. The effective, competent, principal must be successfully mediating and effectuating consonance between the need-dispositions of the teacher and the normative structure of the formal organization.

It is probable that the three teacher perceptions -- school effectiveness, principal effectiveness, and satisfaction -- are not discrete, unidimensional variables. It would seem probable that an effective principal would instigate an effective school and a high degree of satisfaction in the teachers. Indeed, principal effectiveness correlated with school effectiveness (0.412) and with satisfaction (0.589) -- the 0.01 level of significance is 0.066. If one ascribes causation to these intercorrelations, it is not surprising that alienation and organizational integration yielded such high correlation coefficients and F-ratios.

Conclusion. The three hypotheses submitted for analyses were all accepted. For the first hypothesis, it was found that significant relationships occurred between (1) alienation and the teachers' perception of satisfaction and (2) organizational integration and the teachers' perception of satisfaction. It was

shown in the second hypothesis that a significant relationship occurred between both alienation and organizational integration and the teachers' perception of school effectiveness. Lastly, the third hypothesis was shown to be true when it was found that both alienation and organizational integration were significantly related to the teachers' perception of principal effectiveness.

Multiple Regression

The data were subjected to two regression analyses: (1) a stepwise regression with alienation as the dependent variable and the teachers' characteristics and perceptions as independent variables; and (2) a stepwise regression with organizational integration as the dependent variable and the teachers' characteristics and perceptions as independent variables.

Alienation. A summary of the results using alienation as the dependent variable is presented in Tables XII and XIII. As an independent variable, "satisfaction" accounted for the largest percentage of the explained variation (14.27%) while "years of training" and "years of experience" accounted for the least amount (0.04%). Because the F-ratios for the variables "years of experience" and "years of training" were not significant at the 0.05 level, they did not significantly contribute to the prediction of alienation.

Table XIII summarizes the analysis of variance test on the null hypothesis $b_1 = b_2 = b_3 = \ldots. = b_{10} = 0$. The F-ratio of

TABLE XII

STEPWISE REGRESSION: ALIENATION AND TEACHERS' CHARACTERISTICS

Y^1 (dependent variable)	b_o	b_i	X_i (independent variable)	% Variation
Alienation	6.61	0.067	Satisfaction	14.27
		0.057	Principal effectiveness	2.79
		-0.033	Age	1.95
		0.032	Number of teachers	1.53
		-0.065	Sex	0.94
		0.026	School effectiveness	0.33
		0.013	Years in present school	0.27
		0.009	Grades in school	0.13
		0.007	Years of experience	0.04
		-0.005	Years of training	0.04
				22.30

TABLE XIII

SUMMARY OF STATISTICS OF STEPWISE REGRESSION USING ALIENATION AS THE DEPENDENT VARIABLE

Source	D.F.	S.S.	Mean square	F-ratio
Regression	10	33.01	3.300	43.99[a]
Error	1533	115.04	0.075	
Total	1543	148.05		

[a] F-ratio is significant beyond the 0.01 level.

43.99 was significant beyond the 0.01 level; hence, the null hypothesis was rejected. However, a more definitive test on b_4 (years of experience) and b_7 (years of training) revealed a non-significant F-ratio at the 0.05 level; hence, $b_4=b_7=0$. A regression equation predicting the magnitude of alienation was stated as follows:

$$\text{"Alienation} = 6.60 + 0.067X_9 + 0.057X_{10} - 0.030X_6 + 0.031X_1 - 0.059X_5 + 0.025X_8 + 0.014X_3 + 0.007X_2\text{"}.$$

where X_9 is satisfaction, X_{10} is principal effectiveness, X_6 is age, X_1 is number of teachers, X_5 is sex, X_8 is school effectiveness, X_3 is years in present school, and X_2 is years of experience.

<u>Organizational integration</u>. Findings on the stepwise regression using organizational integration as the dependent variable are summarized in Tables XIV and XV. Principal effectiveness accounted for the largest amount of explained variation (32.48%) followed by satisfaction (3.48%) and school effectiveness (1.78%). The independent variables showing the least explained variation were age, years of experience, and years of experience in the present school.

Table XV illustrates the inequality of the regression coefficients. However, a more definitive test eliminated the independent variables sex, grades in school, years in the present school, years of experience, and age as significant contributors to the prediction of the dependent variable, organizational integration.

TABLE XIV

STEPWISE REGRESSION: ORGANIZATIONAL INTEGRATION AND TEACHERS' CHARACTERISTICS

Y^1 (dependent variable)	b_o	b_i	X_i (independent variable)	% Variation
Organizational integration	8.33	-0.149	Principal effectiveness	32.48
		-0.075	Satisfaction	3.48
		-0.078	School effectiveness	1.78
		0.010	Years of training	0.20
		-0.019	Number of teachers	0.17
		-0.017	Sex	0.05
		0.004	Grades in school	0.03
		-0.003	Years in present school	0.01
		0.0004	Years of experience	0.001
		0.000007	Age	0.0001
				38.19

TABLE XV

SUMMARY OF STATISTICS OF STEPWISE REGRESSION USING ORGANIZATIONAL INTEGRATION AS THE DEPENDENT VARIABLE

Source	D.F.	S.S.	Mean Square	F-ratio
Regression	10	84.05	8.405	94.70[a]
Error	1533	136.05	0.089	
Total	1543	220.10		

[a] F-ratio is significant beyond the 0.01 level.

The regression equation predicting the magnitude of a teacher's organizational integration was written as follows:

$$\text{"Organizational Integration} = 8.29 - 0.149X_{10} - 0.074X_9 - 0.076X_8 + 0.014X_7 - 0.017X_1\text{"}$$

where X_{10} is principal effectiveness, X_9 is satisfaction, X_8 is school effectiveness, X_7 is years of training, and X_1 is number of teachers.

Discussion. The multiple regression analyses pointed out the weakness of teacher's characteristics as predictors of alienation and organizational integration. As predictors of alienation, the teacher's characteristics accounted for 4.91% of the explained variance; the teacher's perception of satisfaction, school effectiveness, and principal effectiveness accounted for 17.39% of the explained variance out of a total explained variance of 22.30%. The weakness of teachers' characteristics as predictors was particularly evident in the prediction of organizational integration: the teacher's perceptions accounted for 37.74% of the explained variance while the teacher's characteristics accounted for only 0.45%.

The stepwise regression analyses indicated that the subjective states of the teacher were better predictors of alienation and organizational integration than the objective characteristics of the teacher and school. However, the characteristics of the teacher would influence his perceptions; for example, years of training would influence the teacher's

perception of principal and school effectiveness.

Perception of principal effectiveness appeared second in the regression predicting alienation and first in the regression predicting organizational integration. The importance of a competent principal was vividly illustrated by the two regression equations. This has serious implications for the selection and training of principals.

REFERENCES FOR CHAPTER III

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CHAPTER IV

RESULTS, ANALYSIS, AND DISCUSSION: PART II

ALIENATION AND ORGANIZATIONAL INTEGRATION: PRINCIPALS' CHARACTERISTICS, ORIENTATIONS, AND PERCEPTIONS

Overview of the Analysis

The principals' perceptions of the staff and the sub-problems and hypotheses relating to the principals' characteristics were subjected to three statistical analyses: intercorrelation, analysis of variance, and multiple (stepwise) regression. Two statistical tests, intercorrelation and multiple (stepwise) regression, were applied on the sub-problems associated with the principals' orientations.

First, findings are presented on the relationship of alienation and organizational integration with the principals' characteristics; secondly, results are submitted on the relationship of alienation and organizational integration with the principals' status, authority, personal, and process orientations; and lastly, evidence is advanced on the relationship of alienation and organizational integration with the principals' perception of the staff and school effectiveness.

Sub-Problems: Principals' Characteristics

Intercorrelations. The results of the intercorrelations between alienation and organizational integration and the principals'

characteristics are found in Table XVI. Alienation correlated positively with time for administration, secretarial time, years of experience, age, training, and graduate work in educational administration; alienation correlated negatively with principal experience, years as principal of present school, and sex. Organizational integration correlated positively with time for administration, secretarial time, and sex; it correlated negatively with the remainder of the principals' characteristics. The correlation coefficient was significant at the 0.05 level between alienation and time for administration; at the 0.01 level, the correlation coefficient was significant between organizational integration and time for administration and between organizational integration and sex.

Analyses of variance. Before performing the analyses of variance tests on the data, the principals' characteristics were grouped for the purpose of establishing independent variables according to the following: (a) days per week of administrative time -- (1) one-half day or less, (2) 1 or 1.5 days, (3) 2 or 2.5 days, (4) 3 or 3.5 days, (5) 4 or 4.5 days, and (6) 5 days; (b) secretarial help -- (1) none, (2) one-half day or less, (3) 1 or 1.5 days, (4) 2 or 2.5 days, (5) 3 to 4.5 days, and (6) 5 days; (c) years of experience as teacher and principal -- (1) 4 years or less, (2) 5 to 8 years, (3) 9 to 16 years, (4) 17 to 23 years, (5) 24 to 31 years, and (6) 32 years or more; (d) years of experience as a principal and (e)

TABLE XVI

CORRELATIONS OF ALIENATION AND ORGANIZATIONAL INTEGRATION WITH PRINCIPALS' CHARACTERISTICS

	Admin. time	Secretarial time	Total yrs. experience	Principal experience	Principal present school	Sex	Age	Training	Ed admin. training
Alienation	0.054[a]	0.008[b]	0.005	-0.005	-0.010	-0.017	0.007	0.034	0.045
Organizational integration	0.070[c]	0.028	-0.004	-0.022	-0.027	0.065	-0.028	-0.022	-0.035

[a] Coefficient underlined with single line is significant at the 0.05 level.

[b] Coefficient not underlined are not significant at the 0.05 level.

[c] Coefficient underlined with a double line are significant at the 0.01 level.

principal of this school -- (1) 1 year, (2) 2 to 3 years, (3) 4 to 6 years, (4) 7 to 12 years (5) 13 to 18 years, and (6) 19 years or more; (f) sex -- (1) male and (2) female; (g) age -- (1) under 24 years, (2) 25 to 29 years, (3) 30 to 34 years, (4) 35 to 44 years, (5) 45 to 54 years, and (6) over 54 years; (h) years of training -- (1) 1 year, (2) 2 years, (3) 3 years, (4) 4 years, (5) 5 years, and (6) 6 years; and (i) graduate work in educational administration -- (1) no graduate courses (2) some graduate courses, and (3) hold a graduate degree.

The F-ratios from the analyses of variance tests are presented in Table XVII. When the principals' time for administration was employed as an independent variable, the F-ratio associated with alienation was significant at the 0.01 level while the F-ratio associated with organizational integration was significant at the 0.05 level. Teachers most alienated had principals who spent four or four and one half days on administration; teachers least alienated had principals who spent one or one and one-half days on administration. Teachers most organizationally integrated had principals who spent five days on administration; teachers least organizationally integrated had principals who spent only one-half day or less on administration.

The F-ratio, significant at the 0.01 level, associated with alienation and the F-ratio, not significant of the 0.05 level, associated with organizational integration were obtained when "time for secretarial help" was the characteristic partitioned for analysis.

TABLE XVII

F-RATIOS: ALIENATION AND ORGANIZATIONAL INTEGRATION WITH PRINCIPALS' CHARACTERISTICS

	Admin.	Secretarial time	Total yrs. experience	Principal experience	Principal present school	Sex	Age	Training	Ed admin. training
Alienation	5.202[a]	6.032	2.549	4.990	2.023	0.519	1.398	4.784	2.445
Organizational integration	2.403[b]	2.119[c]	0.736	1.524	3.216	6.460	1.231	0.498	2.658

[a] Coefficients underlined with a double line are significant at the 0.01 level.

[b] Coefficients underlined with a single line are significant at the 0.05 level.

[c] Coefficients not underlined are not significant at the 0.05 level.

The most alienated teachers had no secretarial help and the most organizationally integrated teachers had secretarial help for five days in the week. Using the largest and smallest means of the dependent variable, organizational integration, a t-test produced a result that was significant at the 0.01 level.

The use of "total years of experience as principal and teacher" as the independent variable yielded an alienation F-ratio that was significant at the 0.05 level and an organization integration F-ratio that was not significant at the 0.05 level. The most alienated teachers had principals with four years or less of total experience; those least alienated had principals with nine to sixteen years of total experience. No significant t-values were obtained for organizational integration.

"Total years of principal experience" as an independent variable produced a significant (0.01) F-ratio for alienation and a non-significant (0.05) F-ratio for organizational integration. Principals with one year of principal experience had staffs who were most alienated; principals with seven to twelve years of principal experience had staffs who were least alienated. No significant t-values were obtained for organizational integration.

"Years of experience as a principal of the present school" produced a non-significant (0.05) F-ratio for alienation and a significant (0.01) F-ratio for organizational integration. Teachers most organizationally integrated had principals who had two years experience as principal at the present school; teachers

least integrated had principals with eleven to twenty years principal experience in the present school. A t-test on the difference of means between the two largest means of alienation (21 years or more and 1 year) and the smallest alienation mean (2 years) yielded t-values which were significant at the 0.05 and 0.01 level respectively.

"Sex" produced a F-ratio for alienation that was not significant (0.05); it produced a F-ratio for organizational integration that was significant (0.05). Teachers who had male principals indicated a higher mean alienation score. The one hundred sixteen teachers, twenty five male and ninety one female, who had fourteen female principals showed a higher organizational integration mean score.

The F-ratios associated with alienation and organizational integration, "age" the independent variable, were not significant (0.05). A test on the difference of the largest mean for alienation (24 years or under) with the smallest mean (25 to 29 years) yielded a significant (0.05) t-value. No other t-tests produced significant t-values.

"Years of training" produced a F-ratio for alienation that was significant beyond the 0.01 level. Principals with one year of training produced the largest teacher alienation score. The F-ratio associated with organizational integration and the t-values obtained from testing the difference of means were not significant at the 0.05 level.

The last principal characteristic, "amount of graduate work in educational administration," yielded significant (0.05) F-ratios for both alienation and organizational integration. Teachers who indicated the largest alienation mean and the smallest organizational integration mean had principals with "some courses in educational administration." Surprisingly, teachers with the least alienation and the most organization integration scores had principals with "no courses in educational administration." The sample of teachers whose principals had graduate degrees in educational administration is comparatively small: one hundred thirty three out of a population of fifteen hundred fourty four.

Multiple Regression.

The data were subjected to two stepwise regressions: (1) a stepwise regression with alienation as the dependent variable and the principals' characteristics as independent variables and (2) a stepwise regression with organizational integration as the dependent variable and the principals' characteristics as independent variables.

Alienation. The results of the stepwise regression employing alienation as the dependent variable are presented in Tables XVIII and XIX. Table XVIII enumerates the independent variables in the order, largest to smallest, of their percentage contribution to the explained variance.

TABLE XVIII

STEPWISE REGRESSION: ALIENATION AND PRINCIPALS' CHARACTERISTICS

Y (dependent variable)	b_o	b_i	X_i (independent variables)	% Variation
Alienation	6.85	0.019	Administration time	0.29
		-0.013	Secretarial time	0.15
		0.018	Ed. admin. training	0.21
		-0.003	Principal present school	0.03
		0.005	Training	0.02
		-0.006	Age	0.01
		0.004	Total experience	0.01
		-0.012	Sex	0.01
		-0.0002	Principal experience	0.001
				0.73

TABLE XIX

SUMMARY OF STATISTICS OF STEPWISE REGRESSION USING ALIENATION AS THE DEPENDENT VARIABLE

Source	D.F.	S.S.	Mean square	F-ratio
Regression	9	1.07	0.119	1.25[a]
Error	1534	146.98	0.096	
Total	1543	148.05		

[a] F-ratio not significant at the 0.05 level.

Table XIX summarizes the result of testing the following hypothesis: regression coefficients are different from zero. The F-ratio (1.25) was not significant at the 0.05 level, hence the regression coefficients were not different from zero. However, when the first four independent variables were chosen, the test yielded a F-ratio that was significant at the 0.05 level. A more definitive analysis indicated that the fourth variable did not contribute significantly to the regression sum of squares after the first three variables had been introduced into the regression. Therefore, only the first three independent variables were good predictors of alienation. The regression equation to predict teacher alienation from a principals' characteristics was written as follows:

$$\text{"Alienation} = 6.83 + 0.019X_1 - 0.013X_2 + 0.023X_9\text{"}$$

where X_1 is time for administration, X_2 is secretarial time, and X_9 is training in educational administration.

Organizational integration. The stepwise regression utilizing organizational integration as the dependent variable is presented in Tables XX and XXI. Time for administration, sex, age, and training in educational administration accounted for the largest percentage of the explained variation while principal experience accounted for the least.

Table XXI illustrates the analysis of variance test on the hypothesis that the regression coefficients were different

TABLE XX

STEPWISE REGRESSION: ORGANIZATIONAL INTEGRATION AND PRINCIPALS' CHARACTERISTICS

Y (dependent variable)	b_o	b_i	X_i (independent variable)	% Variation
Organizational integration	7.53	0.029	Administration time	0.50
		0.108	Sex	0.47
		-0.022	Age	0.36
		-0.028	Ed. admin. training	0.31
		-0.008	Principal present school	0.06
		-0.006	Training	0.03
		0.006	Total experience	0.02
		-0.002	Secretarial time	0.001
		0.002	Principal experience	0.001
				1.75

TABLE XXI

SUMMARY OF STATISTICS OF STEPWISE REGRESSION USING ORGANIZATIONAL INTEGRATION AS THE DEPENDENT VARIABLE

Source	D.F.	S.S.	Mean square	F-ratio
Regression	9	3.859	0.429	3.04[a]
Error	1534	216.236	0.141	
Total	1543	220.095		

[a] F-ratio is significant beyond the 0.01 level.

from zero. The F-ratio (3.04) was significant beyond the 0.01 level, hence the regression coefficients were different from zero. Testing the hypothesis that some of the independent variables did not contribute significantly to the regression sum of squares yielded the following result: the last five independent variables did not contribute significantly. The regression equation predicting a teacher's organizational integration from a principal's characteristics was written as follows:

$$\text{"Organizational Integration} = 7.51 + 0.027X_1 + 0.107X_6 - 0.020X_7 - 0.034X_9\text{"}$$

where X_1 is time for administration, X_6 is sex, X_7 is age, and X_9 is training in educational administration.

Discussion. The intercorrelations between alienation and the principals' characteristics produced only one positive significant coefficient -- between alienation and time for administration; organizational integration and the principals' characteristics produced only two significant coefficients -- time for administration and sex. Significant F-ratios for alienation were secured from the following principal characteristics: time for administration, secretarial time, total years of experience, principal experience, years of training, and training in educational administration. For organizational integration, the following significant F-ratios were obtained: time for administration, years principal in the present school, sex, and training in

educational administration.

Principals who had four to five days for administration evinced the most alienative and organizationally integrative behavior. An anomaly appears to exist in this dichotomy of behavior. However, time for administration is, to a large degree, tied to the size of the school and, to a lesser degree, a function of the grades in the school -- high school principals have more time for administration. Indeed, the correlation coefficient between time for administration and size of school (0.598) and the correlation coefficient between time for administration and grades in the school (0.492; significance at the 0.01 level is 0.066) would indicate that alienative behavior may be the result of the formal organization's structure rather than the principal's time for administration. Organizationally integrative behavior would occur if the principal spent his administrative time providing facilitation of work, challenges, and opportunities for creativity.

In schools where there were not any secretaries, the teachers demonstrated the highest alienation mean whereas schools that provided secretaries for five days in the week the teachers indicated the highest organization integration mean. Teachers who were compelled to do much of the clerical (i.e. non-professional) chores found the tasks unchallenging and non self-actualizing; it normally lead to alienative behavior.

Considering total experience, principal experience, and age as the variables, alienation was most exacerbated when a

principal had four years or less total experience, one year of principal experience, and was twenty four years or less in age. Principals who had nine to sixteen years total experience and seven to twelve years of principal experience had staffs that displayed the least amount of alienation.

Although there was not any statistical significance, there was a consistent tendency for teachers to be the least organizationally integrated when principals were older individuals; for example, thirty two years or more of total experience, twenty one years or more of principal experience, and fifty five years or more of age. It would seem that the older principals were not providing the atmosphere for organizational integration to occur. Perhaps, they were not in tune with the times.

The evidence suggests that the young and old principals were not eliciting the most desirable behavior from the teachers. Young principals suffered from inexperience; the old principals, possibly, suffered from intransigence. A recommended policy would be for graduates to obtain some teaching experience before they undertake graduate work in administration and become school administrators.

The sex of the principal had an unexpected effect on the teacher's behavior: the most alienated teachers had male principals whereas the most organizationally integrated teachers had female principals. However, the vast majority of teachers that had female principals were females. It would seem that a

recommended state of affairs would be to place female principals where the overwhelming majority of teachers are female.

The undergraduate training of the principal had an effect on the alienation of the teachers but had no effect on their organizational integration. Principals with only one year of training had the most alienated staffs.

Principals who had taken some graduate courses in educational administration produced the greatest alienation and the least organizational integration in teachers. This seems to indicate that a little educational administration knowledge was a dangerous thing.

Principals with seven to twelve years of principal experience produced the least alienation and the most organizational integration when they had been in the present school for two years. During the first year and after twenty one years in the present school they elicited the most alienative and least integrative behavior from teachers.

The regression analysis, alienation as the dependent variable, eliminated six of the independent variables as predictors. Employing organizational integration as the dependent variable, the regression analysis eliminated five independent variables as predictors. Two independent variables appeared in both regression equations: time for administration and training in educational administration. Principals should evaluate the time they spend on administration for the purpose of determining

whether they are spending their time constructively creating an atmosphere where teachers can achieve some of their basic needs -- sense of competency, self-actualization, and confirmation. Principals who have had some courses in educational administration should critically examine their administrative framework to determine if they have properly translated the principles of administration into their situational environment.

In general, it would seem that the principals' characteristics were poor determiners of the amount of alienation and organizational integration in teachers: intercorrelation produced only three significant coefficients; analysis of variance yielded only ten significant F-ratios; and stepwise regression eliminated six variables with alienation as the dependent variable and five variables with organizational integration as the dependent variable. With the evidence of the above three statistical analyses, it should be possible to state that the principals' characteristics chosen for this study were deficient as fruitful determiners of organizational integration and even worse determiners of alienation. Although some evidence was fruitful and some tendencies did exist, interpretation of the evidence and tendencies must be selectively and judiciously interpolated.

Hypothesis

The fourth hypothesis stated that a significant relationship existed between the teachers' alienation and organization integration and each of the principals' status, authority, personal,

and process orienatations.

A brief definition of the orientations will precede the analyses: it will facilitate interpretation of the results.

The principal's status orientation was defined as the degree to which the principal made a deliberate psychological and social separation from his staff; it was the degree to which the principal stressed his hierarchical position over the peer position. Degree of dependency for behaviorial clues by teachers was the measure of a principal's authority orientation; it was the degree of dependency of the staff on the principal as opposed to independent action by the staff. Treatment of the staff in a particularistic fashion as opposed to a universalistic fashion was the measure of the principal's personal orientation. Finally, process orientation was a measure of the degree to which the staff was involved in the decision-making machinery within the school; it was the measure of the principal's emphasis on process rather than product.

Intercorrelations. Table XXII presents the intercorrelations between alienation and organizational integration and the principals' orientations. Alienation correlated negatively with status, authority, and personal orientations; a positive correlation existed with process orientation. None of the correlation coefficients were significant (0.05) but the coefficients associated with personal and process orientations approached significance.

TABLE XXII

CORRELATIONS OF ALIENATION AND ORGANIZATIONAL INTEGRATION WITH PRINCIPALS' STATUS, AUTHORITY, PERSONAL, AND PROCESS ORIENTATIONS

	Status	Authority	Personal	Process
Alienation	-0.009[a]	-0.025	-0.042	0.042
Organizational integration	-0.062[b]	-0.064	0.044	-0.008

[a] Coefficients not underlined are not significant at 0.05 level.

[b] Coefficients underlined are significant at the 0.05 level.

Organizational integration correlated negatively with status, authority, and process orientations; a positive correlation existed with personal orientation. Correlation coefficients associated with status and authority orientations were significant (0.05), and the coefficient associated with personal orientation approached significance.

Multiple Regression. Tables XXIII and XXIV present the findings of the stepwise regression applying alienation as the dependent variable and the principals' orienatations as the independent variables. Table XXI depicts the order in which the independent variables contributed to the regression sum of squares: process orientation accounted for the greatest contribution while status orientation accounted for the least. Table XXIV presents the analysis of variance test on the hypothesis that the regression coefficients were different from zero. The hypothesis was rejected at the 0.05 level of significance. A more definitive analysis yielded the result that no regression coefficient was different from zero when the 0.05 level of significance was accepted. Hence, no regression equation could be written with alienation as the dependent variable.

Tables XXV and XXVI depict the results of a stepwise regression employing organizational integration as the dependent variable. The analysis of variance test (Table XXV) on the hypothesis that the regression coefficients were different from

TABLE XXIII

STEPWISE REGRESSION: ALIENATION AND PRINCIPALS' STATUS, AUTHORITY, PERSONAL, AND PROCESS ORIENTATIONS

Y (dependent variable)	b_o	b_i	X_i (independent variable)	% Variation
Alienation	6.88	0.004	Process	0.18
		-0.003	Personal	0.16
		-0.002	Authority	0.08
		0.0003	Status	0.001
				0.42

TABLE XXIV

SUMMARY OF STATISTICS OF STEPWISE REGRESSION USING ALIENATION AS THE DEPENDENT VARIABLE

Source	D.F.	S.S.	Mean square	F-ratio
Regression	4	0.624	0.156	1.63[a]
Error	1539	147.431	0.096	
Total	1543	148.055		

[a] F-ratio not significant at the 0.05 level.

TABLE XXV

STEPWISE REGRESSION: ORGANIZATIONAL INTEGRATION AND PRINCIPALS' STATUS, AUTHORITY, PERSONAL, AND PROCESS ORIENTATIONS

Y (dependent variable)	b_o	b_i	X_i (independent variable)	% Variation
Organizational integration	7.810	-0.0062	Authority	0.41
		-0.0061	Status	0.43
		0.0052	Personal	0.32
		-0.0015	Process	0.02
				1.18

TABLE XXVI

SUMMARY OF STATISTICS OF STEPWISE REGRESSION USING ORGANIZATIONAL INTEGRATION AS DEPENDENT VARIABLE

Source	D.F.	S.S.	Mean Square	F-ratio
Regression	4	2.595	0.649	4.59[a]
Error	1539	217.500	0.141	
Total	1543	220.095		

[a] F-ratio is significant beyond the 0.01 level.

zero yielded a F-ratio that was significant beyond the 0.01 level. A t-test eliminated process orientation as a significant contributor to the regression sum of squares. Hence, the regression equation could be written as follows:

$$\text{"Organizational Integration} = 7.76 - 0.0063X_1 - 0.006X_2 + 0.005X_3\text{"}$$

where X_1 is authority orientation, X_2 is status orientation, and X_3 is personal orientation.

Discussion. The first part of the hypothesis, a significant relationship existed between alienation and the principals' status, authority, personal, and process orientations, is rejected. Although the theoretical framework suggested that the more a principal made visible his status and authority, the more he used impersonal universalistic criteria, and the more he ommitted the staff from the decision-making process the more progressive would be the alienation of the teachers. A reasonable explanation might be that the alienated teachers did not view the principal's orientation in the same manner as the principal did when he answered the questionnaire. That is to say, the principal considered his exercise of say, authority, as average (all scores grouped about the mean) while the alienated teachers perceived an oppressive exercise of authority. It is suggested that the hypothesis would have been accepted if the teachers had rated both alienation and principal's orientations. However, in this study this was not done and the first part of hypothesis must necessarily be rejected.

The second part of the hypothesis, a significant relationship existed between organizational integration and the principals' status, authority, personal, and process orientations is accepted. In fact, the regression analysis suggests that a more refined and accurate hypothesis is possible: a significant relationship existed between organizational integration and the principals' status, authority, and personal orientations. The more the principal makes authority and status less visible and the more the principal treats the teachers as individuals rather than a responding objects the more organizationally integrated will the teachers become. Pearlin's study indicated that intense alienation or its obverse, little organizational integration, is most likely to occur where authority figures and their subjects stand in relations of great positional disparity and where authority is communicated in such a way as to prevent or discourage exchange (1, pp. 314-26). The second part of the hypothesis complements the findings of Pearlin. It is suggested that had the teachers rated the principal's orientations as well as their organizational integration the evidence supporting the hypothesis would have been even stronger.

Sub-Problems: Principal's Perception of the Staff

This section attempts to determine whether a relationship existed between the principal's perception of the staff and the degree of alienation and organizational integration in the staff.

Three statistical analyses were performed: intercorrelation, analysis of variance, and multiple regression.

Intercorrelations. Alienation correlated positively with staff seeking advice, trying new ideas, consulting the principal with personal problems, and school effectiveness; it correlated negatively with staff aloofness, staff submitting reports, problem-solving, informal socializing, and cooperation. The correlation coefficients were not significant at the 0.05 level for staff seeking advice, consulting principal with personal problems, and informal socializing. These findings may be found in Table XXVII.

Organizational integration correlated positively with staff aloofness, staff problem-solving, and staff cooperation; it correlated negatively with the remainder of the variables. At the 0.05 level of significance, the correlation coefficients associated with staff reports, problem-solving, and informal socialization were not significant.

Analyses of variance. Each principal's perceptions of the staff were partitioned into independent variables for the analysis of variance test. The first eight questions were partitioned into (1) nearly all, (2) about three-quarters, (3) slightly more than one-half, (4) slightly less than one-half, (5) about one-quarter, and (6) almost none; the last question was partitioned into (1) outstanding, (2) very good, (3) slightly above average, (4) slightly below average, (5) poor, and (6) very poor.

TABLE XXVII

CORRELATIONS OF ALIENATION AND ORGANIZATIONAL INTEGRATION WITH PRINCIPALS' PERCEPTIONS OF THE STAFF

	Staff aloofness	Staff reports	Staff seeking advice	Staff ideas
Alienation	-0.118[a]	-0.075	0.040[c]	0.070
Organizational integration	0.100	-0.014	-0.109	-0.132

	Staff problem solving	Staff personal problems	Staff informal socialization	Staff coop.	School effect.
Alienation	-0.134	0.032	-0.022	-0.131	0.068
Organizational integration	0.043	-0.097	-0.029	0.057[b]	-0.085

[a] Coefficients not underlined are significant at the 0.01 level.

[b] Coefficients underlined with single line are significant at the 0.05 level.

[c] Coefficients underlined with double line are not significant at the 0.05 level.

Table XXVIII presents the F-ratios from the analyses of variance tests. When "proportion of your present teaching staff is quite difficult to get to know" was employed as the independent variable the F-ratios for both alienation and organizational integration were significant beyond the 0.01 level. The largest alienation mean was associated with the response "slightly more than half" while the smallest mean occurred with the response "almost none". The largest and smallest organizational integration means were associated with the reverse responses of the alienation means -- almost none and slightly more than one-half. Not unexpectedly, no principal responded to the first choice, nearly all.

The F-ratios associated with alienation and organizational integration with "proportion of the staff show to return completed reports" as the independent variable were not significant at the 0.05 level. No significant t-values were obtained when the largest and smallest means were tested.

"Proportion of the staff coming to the principal for advice on teaching problems" yielded significant (0.01) F-ratios for both dependent variables. The largest and smallest alienation scores were associated with the principal's responses of "about three-quarters" and "nearly all". The largest and smallest organizational integration means were related to "nearly all" and "almost none".

The independent variable "proportion of the staff highly interested in trying out new ideas and improving the school generally" yielded significant (0.01) F-ratios for both dependent

TABLE XXVIII

F-RATIOS: ALIENATION AND ORGANIZATION INTEGRATION WITH PRINCIPALS' PERCEPTIONS OF THE STAFF

	Staff aloofness	Staff reports	Staff seeking advice	Staff ideas
Alienation	4.654[a]	1.738[b]	3.131	7.269
Organizational integration	5.819	0.145	7.547	6.450

	Staff problem solving	Staff personal problems	Staff informal socialization	Staff coop.	School effect.
Alienation	6.325	2.799[c]	1.682	5.484	2.405
Organizational integration	4.846	4.605	1.214	1.055	5.379

[a] Coefficients not underlined are significant at the 0.01 level.

[b] Coefficients underlined with a double line are not significant at 0.05 level.

[c] Coefficients underlined with a single line are significant at the 0.05 level.

variables. The teachers most alienated had principals who responded "almost none" and the teachers least alienated had principals who responded "nearly all." Teachers most and least organizationally integrated had principals who responded "nearly all" and "about one-quarter" respectively.

"Proportion of the teachers unable to solve problems which they should be able to solve independently" produced significant (0.01) F-ratios for both alienation and organizational integration. The largest alienation mean was associated with the response "nearly all" while the smallest mean was related to the choice "almost none." Surprizingly, the largest organizational integration mean was also associated with the response "nearly all" but the smallest mean was related to the response "slightly less than one-half."

The independent variable "proportion of staff occasionally discuss some personal problems with the principal" yielded a significant (0.05) F-ratio for alienation and a significant (0.01) F-ratio for organizational integration. The largest and smallest alienation means were associated with the responses "almost one-quarter" and about three-quarters respectively; the largest and smallest organizational integration means were related to the responses "about three-quarters" and "almost none."

There were not significant F-ratios for the dependent variables when "proportion of the staff spending considerable amount of time in informal socializing" was employed as the independent variable. A t-test on the difference of the largest

alienation mean "about one-quarter" and the smallest mean "almost none" produced a t-value significant at the 0.01 level. Similarly, the t-test on the difference of the largest organizational integration mean "nearly all" and the smallest mean "slightly more than one-half" yielded a t-value significant at the 0.05 level.

Analysis of the variable "proportion of the staff find it difficult to work with other teachers or in groups on school projects" yielded a significant (0.01) F-ratio for alienation and a non-significant F-ratio for organizational integration. The largest alienation mean was associated with the response "slightly less than one-half" while the smallest mean was related to the choice "almost none." No significant t-values were obtained from a test of the difference of the largest and smallest organizational integration means. It was interesting to note that no principals responded to the first three choices: nearly all, about three-quarters, and slightly more than one-half.

The last independent variable "school effectiveness" produced a significant (0.05) F-ratio for alienation and a significant (0.01) F-ratio for organizational integration. The largest and smallest alienation means were associated with the responses "slightly below average" and "outstanding." The largest and smallest organizational integration means were related to the choices "very good" and "slightly below average." Remarkable, no principals responded to the choices "poor" and "very poor."

Multiple regression. The results of the stepwise regression with alienation as the dependent variable and the principals' perceptions of the staff as independent variables are found in Tables XXIX and XXX. Table XXIX illustrates that the principals' perceptions of "staff inability to independently solve problems, difficulty to know staff, teachers' difficulty to work in groups or with each other, and informal socializing" accounted for most of the explained variation of the dependent variable. The analysis of variance test, Table XXX, that the regression coefficients were different from zero yielded a F-ratio that was significant beyond the 0.01 level. A more definitive test revealed that only the first four independent variables listed in Table XXIX contributed a significantly to the regression sum of squares. Hence the regression equation that predicts alienation from the principal's perception of the staff was written as follows:

$$\text{"Alienation} = 7.75 - 0.041X_5 - 0.057X_1 - 0.051X_8 - 0.007X_7\text{"}$$

where X_5 is staff inability to independently solve problems, X_1 is difficulty to know staff, X_8 is staff inability to work with each other or in groups and X_7 is informal socializing.

Tables XXXI and XXXII present the results of a stepwise regression employing organizational integration as the dependent variable. The first five variables listed in Table XXXI "staff highly interested in trying out new ideas, difficulty to know staff, school effectiveness, staff seeking advice, and staff slow to return completed results" -- accounted for most of the variance of

TABLE XXIX

STEPWISE REGRESSION: ALIENATION AND THE PRINCIPALS' PERCEPTIONS OF THE STAFF

Y^1 (dependent variable)	b_o	b_i	X_i (independent variable)	% Variation
Alienation	7.714	-0.037	Staff problem solving	1.79
		-0.052	Staff aloofness	1.26
		-0.048	Staff cooperation	0.55
		-0.009	Staff informal socialization	0.15
		0.006	Staff ideas	0.10
		-0.012	Staff reports	0.04
		0.007	School effectiveness	0.02
		0.004	Staff personal problems	0.02
		-0.003	Staff seeking advice	0.01
				3.94

TABLE XXX

SUMMARY OF STATISTICS OF STEPWISE REGRESSION USING ALIENATION AS THE DEPENDENT VARIABLE

Source	D.F.	S.S.	Mean square	F-ratio
Regression	9	5.829	0.648	6.99[a]
Error	1534	142.226	0.093	
Total	1543	148.055		

[a] F-ratio is significant beyond the 0.01 level.

TABLE XXXI

STEPWISE REGRESSION: ORGANIZATIONAL INTEGRATION AND THE PRINCIPALS' PERCEPTIONS OF THE STAFF

Y^1 (dependent variable)	b_o	b_i	X_i (independent variable)	% Variation
Organizational integration	7.575	-0.023	Staff ideas	1.74
		0.047	Staff aloofness	0.58
		-0.030	School effectiveness	0.32
		-0.011	Staff seeking advice	0.27
		-0.036	Staff reports	0.23
		-0.009	Staff personal problems	0.07
		0.016	Staff cooperation	0.05
		0.003	Staff informal socialization	0.02
		0.006	Staff problem solving	0.01
				3.30

TABLE XXXII

SUMMARY OF STATISTICS OF STEPWISE REGRESSION USING ORGANIZATIONAL INTEGRATION AS THE DEPENDENT VARIABLE

Source	D.F.	S.S.	Mean square	F-ratio
Regression	9	7.266	0.807	5.82[a]
Error	1534	212.829	0.139	
Total	1543	220.095		

[a] F-ratio is significant beyond the 0.01 level.

the dependent variable. Table XXXII reveals a significant (0.01) F-ratio from an analysis of variance test that the regression coefficients were different from zero. A further test revealed the last four independent variables did not significantly contribute to the regression sum of squares. Hence the regression equation to predict organizational integration from the principal's perceptions of the staff was written as follows:

$$\text{"Organizational Integration} = 7.66 - 0.024X_4 + 0.051X_1 - 0.035X_9 - 0.014X_3 - 0.033X_2\text{"}$$

where X_4 is staff trying out new ideas, X_1 is difficulty to know staff, X_9 is school effectiveness, X_3 is staff seeking advice, and X_2 is staff slow to return completed reports.

Discussion. The three most significant principal's perceptions of the staff were "difficulty in knowing the staff, staff highly interested in trying news ideas, and staff difficulty in working with other teachers or in groups." The intercorrelations of alienation and organizational integration and the above three perceptions were opposite in sign and significant at the 0.01 level; the analyses of variance yielded significant (0.01) F-ratios; and the stepwise regression equations included these variables as significant predictors of the dependent variables. The most conspicuous of the three significant principal perceptions was the first: "difficulty in knowing the staff" appeared as the second independent variable in both regression equations. Alienated teachers as opposed to organizationally integrated

teachers could be recognized as being difficult to get to know, not highly interested in trying out new ideas, and disengaged in their relations with their colleagues. Significantly, information on the degree of staff alienation and/or organizational integration could be reliably obtained by soliciting responses to the three significant perception questions from the principal of the school.

Should effectiveness also ranked high as a determiner of alienation and organizational integration: the correlations and F-ratios were significant beyond the 0.01 level and the perception appeared as the third independent variable in the regression equation predicting organizational integration. As a global dimension, school effectiveness was especially highly related to organizational integration and only slightly less highly related to alienation.

Staff inability to solve problems independently was an important variable for the determination of alienation: the correlation and F-ratio were significant (0.01) and it appeared as the first variable in the regression equation. The most alienated teachers had principals who responded "nearly all" while the least alienated had principals who responded "almost none." It would be interesting to determine whether the teacher's inability to solve problems independently stemmed from incompetency or lack of opportunity.

Two important observations should be made at this point of the discussion: first, the independent variables that entered

into the alienation regression equation were one, five, seven, and eight whereas the independent variables that entered the organizational integration regression equation were one, two, four, and nine; and secondly, in the analyses of variance tests choices of high and low alienation means were by and large, the reverse choices for the high and low organizational integration means. Two aberrations occur in the above generalizations: "proportion of the staff that discusses personal problems with the principal" did not appear in any regression equation (it also yielded non-significant correlation coefficients and F-ratios); and "difficulty in knowing staff" appeared in both regression equations. Except for the two aberrations, the concepts of alienation and organizational integration seem to illustrate a kind of organic wholeness to the quality of human experience.

In general, it was evident from the analysis in this section that the principal's perceptions of the staff were much more related and predictive of the magnitude of alienation and organizational integration than the principal's orientations and characteristics.

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CHAPTER V

I. SUMMARY

The Problem

The alienation thesis has become the scientist's short-hand interpretation of the impact of the complex organization on the employee. The negative impact on the individual is evidenced by the individual developing dispositions of powerlessness, meaninglessness, anomie, social isolation, and self-estrangement -- the dimensions of alienation. An individual perceives the impact as positive if the organization permits the individual control, purposive activity, goal achievement through socially approved norms, social involvement, and self-actualization -- the dimensions of organizational integration, the non-alienated pole.

This study was concerned with the relationship of the magnitude of alienation and organizational integration of the teachers to the teachers' perceptions of (1) satisfaction, school effectiveness, and principal effectiveness; and (2) the principals' perceptions of their status, authority, personal, and process orientations. In addition, this study investigated three sub-problems: the relationship of the magnitude of teacher alienation and organizational integration to the (1) teachers' characteristics, (2) principals' characteristics, and (3) principals' perceptions of the staff.

Hypotheses

Four hypotheses, each consisting of two or more parts, were generated and subjected to statistical analysis. In summary, the four hypotheses stated that there was a significant relationship between the teachers' alienation and organizational integration with their perceptions of (1) satisfaction with all aspects of the teaching situation, (2) school effectiveness, (3) principal effectiveness, and (4) principals' perceptions of their status, authority, personal, and process orientations.

Sample

Fifteen hundred forty four teachers and one hundred eighty five principals responded to the questionnaire. There were five hundred nine male teachers, one thousand thirty five female teachers, one hundred seventy one male principals, and fourteen female principals. A cross-section of schools and teachers were included in the sample: number of teachers in a school varied from nine or less to fifty or more; teachers taught in elementary, junior high school, high school, and some combinations of the three; their experience varied from one year to twenty one years or more; their age varied from under twenty four years to fifty five years or more; and their training varied from one year to six years.

Instrumentation

The Organizational Climate Description Questionnaire, developed by Halpin and Croft, was adapted to measure the magnitude

of alienation and organizational integration of teachers. It also obtained the characteristics of the teacher and the indices of teacher satisfaction, school effectiveness, and principal effectiveness.

The Principal Orientation Questionnaire, developed by Dr. E. Miklos, Department of Educational Administration, University of Alberta, was employed to measure the principals' orientations. In addition, a section of the questionnaire procured the principals' characteristics and perceptions of the staff.

Related Literature

The school is conceived as a social system comprised of three internal dimensions: the institutional or formally designated functions and procedures; the individuals with their unique personality needs; and the informal groups with their particular social climates and group norms.

The role expectations held for the members of a public school organization have three identifiable components: those relating to organizational purpose; those relating to the structure for member interaction; and those relating to quality of performance.

The needs of individuals although complex, many, and diverse tend to group roughly into three categories: the need for self-determination or self-actualization, the need for security in inter-relations with others; and the need to succeed in the

performance of one's function.

The norms established by informal groups have three components: they expect its members to subscribe to accepted values or intentions; they prescribe an approved pattern of membership interaction; and they impose certain standards of social and professional behavior.

The behavior of a teacher will be the resultant of the interactions among the three dimensions. It was postulated that if the need-dispositions of the teacher were incongruent with the normative structure of the formal and informal organization then a conflict would occur and would manifest itself in alienative behavior. However, if no or very little conflict occurred between the need-dispositions of the teacher and the normative demands of the formal and informal organizations then this consonance would manifest itself in organizationally integrative, non-alienated, behavior.

The global concept of alienation referred to the negative impact of the formal and group organization on the need-dispositions of a healthy personality: it was evidenced by the individual developing some or all dispositions of powerlessness, meaninglessness, anomie, social isolation, and self-estrangement. The five dimensions of alienation, in brief, were defined as the following: powerlessness -- high expectancy held by the individual that his own behavior cannot influence or determine the occurrence of the outcomes; meaninglessness -- low expectancy

held by the individual that satisfactory predictions about future outcomes of behavior can be made and a low expectancy that a meaningful relationship between the individual effort and final total effort can be seen; anomie -- high expectancy held by the individual that socially unapproved behaviors are required to achieve personal goals; social isolation -- low expectancy held by the individual of belonging and identifying to the organization and a low expectancy of need-fulfilling social interaction within the organization; and self-estrangement -- low expectancy held by the individual that the teaching task is self-rewarding or self-fulfilling or self-consummatory.

The global concept of organizational integration referred to the positive impact of the formal and group organizations on the need-dispositions of a healthy personality. It was evidenced by the individual developing expectancies that were in contrast to those developed in alienation. Hence individuals would develop dispositions of increased competency, self-esteem, confirmation, self-actualization, and social connection.

Related Research

Only two research studies, one by Pearlin and the other by Clark, focussed on the alienation of an individual within an organization. Pearlin's study isolated three aspects of organization within a hospital: its authority structure, its opportunity structure, and its work groups (2, pp. 314-26). With

regard to authority, alienation was most exacerbated under conditions that minimized interaction between subordinates and superordinates. Alienation was most conspicuous among limited achievers and those dissatisfied with the rewards of pay, promotion, and social mobility. Lastly, Pearlin found that alienation occurred less among those who had established extra-work friendship relations with fellow workers.

Clark found that alienation was related to the members' satisfaction with the organization, participation in the organization, knowledge of the organization, numerical acquaintances within the organization, and number of visits by organizational officials (1, pp. 849-52).

Collection of Data

Ten Organizational Climate Description Questionnaires and one Principal Orientation Questionnaire were sent to the participating schools. Upon receipt of the completed questionnaires, the data were transferred to I.B.M. punch cards.

Results

The results of this study are summarized under two major topics: (1) the sub-problems -- magnitude of alienation and organizational integration and their relation to the teachers characteristics, principal characteristics, and principals' perceptions of the staff; and (2) the hypotheses.

Teachers' characteristics. The concept of alienation was strongly related to the following teacher characteristics: number of teachers in a school, grades in a school, total years of experience, sex, age, and years of university training. Organizational integration showed a weak relationship with the teacher's characteristics. On the evidence of this study, a high degree of alienation was found in a teacher who was male, taught in a large school containing grades seven to twelve, was under twenty four years of age, had two to four years of experience, and had four years of university training. A low degree of alienation was found in a teacher who was female, taught grades one to six in a small school, had twenty one years or more of experience, was fifty five years or over in age, and had one year of training.

Principals' characteristics. Although the correlations between alienation and organizational integration and the principals' characteristics were few in number, the F-ratios from the analyses of variance tended to strengthen the relationship. However, the relationships were still weak and the conclusions reached should be carefully interpreted. On the basis of the limited evidence, it appeared that teachers were alienated if their principals were male, spent almost full time in administration, had no secretarial help, had taught for four years, had only one year experience as a principal, and had taken a few courses in educational administration. A principal who was female, spent

full time in administration, had secretarial help for five days in the week, had been principal of the present school for two years, and had no graduate courses in educational administration had a staff that indicated a high degree of organizational integration.

Principals' perceptions of the staff. A much stronger relationship occurred between alienation and organizational integration and the principals' perceptions of the staff than alienation and organizational integration and the principals' characteristics. Teachers were likely to be highly alienated if the principal perceived that more than half the staff were difficult to know, found it difficult to work with other teachers, and were slow to hand in completed reports; nearly all of the staff were unable to solve problems independently; about one-quarter of the staff spent time in informal socializing; and school effectiveness was only slightly below average. Also, teachers were likely to be highly organizationally integrated if the principal perceived that almost none of the staff was difficult to know, was slow to hand in completed reports, and found it difficult to work with teachers in groups; nearly all of the staff sought advice from the principal on teaching problems, tried out new ideas, and socialized informally; about three-quarters of the staff sought the principal's advice on personal problems; and the school effectiveness was very good. The most significant variable in determining both types of behavior -- alienative and integrative -- was "proportion of the staff

difficult to know." This variable was followed closely by the variables "proportion of the staff interested in trying new ideas" and "proportion of the staff unable to solve problems independently."

Hypotheses. The first three hypotheses were accepted in their entirety: significant relationships occurred between alienation and organizational integration and teacher satisfaction, principal effectiveness, and school effectiveness. Correlations and F-ratios associated with the first three hypotheses were highly statistically significant. The placement of satisfaction, principal and school effectiveness into both regression equations further corroborated the high level of relationship between the variables. In order of magnitude -- largest to smallest -- alienation related to satisfaction, principal effectiveness, and school effectiveness. Similarly, organizational integration related to principal effectiveness, satisfaction, and school effectiveness.

The fourth hypothesis stated that significant relationships existed between (1) alienation and (2) organizational integration and the principals' orientations. The first part of the hypothesis was rejected and the second part was accepted. Organizationally integrated teachers had principals who successfully disguised their hierarchical status and authority and who responded to teachers on a particularistic rather than universalistic basis.

II. CONCLUSIONS

General

The more general conclusions that were drawn from this study are the following: (1) alienation was highly related to teachers' characteristics, teachers' satisfaction, principal and school effectiveness, and principals' perceptions and slightly related to principals' characteristics; and (2) organizational integration was highly related to teachers' satisfaction, principal and school effectiveness, principals' characteristics and orienatations, and the principals' perceptions of the staff. The most general conclusion extracted from the study was that alienation is a constructive and useful concept to measure a teacher's commitment to his peers, to the school, and to the profession.

III. FURTHER RESEARCH

Since the concept of alienation has had little application to the formal organization setting, there is considerable room for further research in this area. Further research would answer some of the following questions: (1) do certain personality types become more alienated than other personality types? (2) do certain personality type principals evince alienative behavior in teachers? (3) does alienation in teachers affect the achievement of students? and (4) do teachers suffer from more or less alienation than individuals from other professions?

IV. IMPLICATIONS

It is hoped that this study re-inforces the need for an inter-disciplinary approach to the study of educational administration. The concept of alienation, a chiefly social-psychological perspective in this study, exemplifies the need for an inter-disciplinary approach.

One of the most important implications arising from this study is the unqualified need for principals to be thoroughly aware of the situational factors within their environment. The principal should make himself aware of the staff characteristics and his own characteristics, orientations, and perspectives. From an awareness of self and staff, the principal should create an atmosphere in which teachers may attain a sense of achievement, confirmation of their competency, and daring in their experimentation. Only when teachers experience these senses will they truly feel professional in the discharge of their duties. Teachers express a desire for more professionalism in their schools. By providing the proper atmosphere, principals can do much to enable the teacher to actualize his expressions for professionalism.

All of the implications in this study point to an inescapable conclusion: principals must be very competent administrators. Two factors, in particular, bear on the desirable situation: first, the selection of principals (or any

administrator); and second, the training of future administrators. Considerable work and success has occurred with the latter but little work has been done on the former. Much more time and effort is required in the area of identifying and selecting the potentially competent administrator. Herein lies the challenge of the future in educational administration.

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APPENDIX A

ALIENATION-ORGANIZATIONAL INTEGRATION QUESTIONNAIRE

(Developed by Halpin and Croft as
Organizational Climate Description Questionnaire)

DIRECTIONS:

a. READ each item carefully.
b. THINK about how well the statement describes your school.
c. DECIDE whether the behavior or condition described in the item occurs rarely, sometimes, often or very frequently in your school.
d. DRAW A CIRCLE around one of the four letters following the item to show the answer you have selected.
A = very frequently occurs B = often occurs
C = sometimes occurs D = rarely occurs

Please respond to EVERY item.

1. Teachers closest friends are other faculty members at the school. A B C D
2. The mannerisms of teachers at this school are annoying. A B C D
3. Teachers spend time after school with students who have individual problems. A B C D
4. Instructions for the operation of teaching aids are available. A B C D
5. Teachers invite other faculty members to visit them at home. A B C D
6. There is a minority group of teachers who always oppose the majority. A B C D
7. Extra books are available for classroom use. A B C D
8. Sufficient time is given to prepare administrative reports. A B C D
9. Teachers know the family background of other faculty members. A B C D
10. Teachers exert group pressure on non-conforming faculty member. A B C D
11. In faculty meetings, there is the feeling of "lets get things done." A B C D
12. Administrative paper work is burdensome at this school. A B C D
13. Teachers talk about their personal life to other faculty members. A B C D
14. Teachers seek special favors from the principal. A B C D
15. School supplies are readily available for use in classwork. A B C D

16. Student progress reports require too much work. A B C D
17. Teachers have fun socializing together during school time. A B C D
18. Teachers interrupt other faculty members who are talking in staff meetings. A B C D
19. Most of the teachers here accept the faults of their colleagues. A B C D
20. Teachers have too many committee requirements. A B C D
21. There is considerable laughter when teachers gather informally. A B C D
22. Teachers ask nonsensical questions in faculty meetings. A B C D
23. Custodial service is available when needed. A B C D
24. Routine duties interfere with the job of teaching. A B C D
25. Teachers prepare administrative reports by themselves. A B C D
26. Teachers ramble when they talk in faculty meetings. A B C D
27. Teachers at this school show much school spirit. A B C D
28. The principal goes out of his way to help teachers. A B C D
29. The principal helps teachers solve personal problems. A B C D
30. Teachers at this school stay by themselves. A B C D
31. The teachers accomplish their work with great vim, vigor, and pleasure. A B C D
32. The principal sets an example by working hard himself. A B C D
33. The principal does personal favors for teachers. A B C D
34. Teachers eat lunch by themselves in their own classrooms. A B C D
35. The morale of the teachers is high. A B C D
36. The principal uses constructive criticism. A B C D
37. The principal stays after school to help teachers finish their work. A B C D
38. Teachers socialize together in small select groups. A B C D
39. The principal makes all class-scheduling decisions. A B C D
40. Teachers are contacted by the principal each day. A B C D
41. The principal is well prepared when he speaks at school functions. A B C D
42. The principal helps staff members settle minor differences. A B C D
43. The principal schedules the work for the teachers. A B C D
44. Teachers leave the grounds during the school day. A B C D
45. Teachers help select which courses will be taught. A B C D
46. The principal corrects teachers' mistakes. A B C D
47. The principal talks a great deal. A B C D
48. The principal explains his reasons for criticism to teachers. A B C D
49. The principal tries to get better salaries for teachers. A B C D

50. Extra duty for teachers is posted conspicuously. A B C D
51. The rules set by the principal are never questioned. A B C D
52. The principal looks out for the personal welfare of teachers. A B C D
53. School secretarial service is available for teachers' use. A B C D
54. The principal runs the faculty meeting like a business conference. A B C D
55. The principal is in the building before teachers arrive. A B C D
56. Teachers work together preparing administrative reports. A B C D
57. Faculty meetings are organized according to a tight agenda. A B C D
58. Faculty meetings are mainly principal-report meetings. A B C D
59. The principal tells teachers of new ideas he has run across. A B C D
60. Teachers talk about leaving the school system. A B C D
61. The principal checks the subject-matter ability of teachers. A B C D
62. The principal is easy to understand. A B C D
63. Teachers are informed of the results of a supervisor's visit. A B C D
64. The principals insures that teachers work to their full capacity. A B C D

SOME INFORMATION ABOUT YOU AND YOUR SCHOOL

65. Number of teachers in your school, including the principal (check one):

.....(1) 4 or fewer
.....(2) 5 to 9
.....(3) 10 to 14
.....(4) 15 to 19
.....(5) 20 to 24
.....(6) 25 to 29
.....(7) 30 to 39
.....(8) 40 to 49
.....(9) 50 or more

66. What grades does your school include? Check the one which most closely describes your school.

.....(1) Gr. 1 to 6
.....(2) Gr. 1 to 8
.....(3) Gr. 1 to 9
.....(4) Gr. 1 to 11
.....(5) Gr. 1 to 12
.....(6) Gr. 7 to 9
.....(7) Gr. 7 to 12
.....(8) Gr. 9 to 12
.....(9) Gr. 10 to 12

67. How long have you been in your present school, including this year?
.....(1) 1 yr.
.....(2) 2 yrs.
.....(3) 3 or 4 yrs.
.....(4) 5 or 6 yrs.
.....(5) 7 to 8 yrs.
.....(6) 9 or 10 yrs.
.....(7) 11 to 15 yrs.
.....(8) 16 to 20 yrs.
.....(9) 21 yrs. or more

68. How many years of teaching experience do you have, including the present year?
.....(1) 1 yr.
.....(2) 2 yrs.
.....(3) 3 or 4 yrs.
.....(4) 5 or 6 yrs.
.....(5) 7 or 8 yrs.
.....(6) 9 or 10 yrs.
.....(7) 11 to 15 yrs.
.....(8) 16 to 20 yrs.
.....(9) 21 yrs. or more

69. Your sex:
.....(1) Male
.....(2) Female

70. What is your age?
.....(1) under 24 yrs.
.....(2) 25-29 yrs.
.....(3) 30-34 yrs.
.....(4) 35-39 yrs.
.....(5) 40-44 yrs.
.....(6) 45-49 yrs.
.....(7) 50-54 yrs.
.....(8) 55-59 yrs.
.....(9) 60 yrs. and over

71. How many years of training are you credited with for salary purposes? (Drop fractional years)
.....(1) 1 yr.
.....(2) 2 yrs.
.....(3) 3 yrs.
.....(4) 4 yrs.
.....(5) 5 yrs.
.....(6) 6 yrs.

72. Compared with other schools known to you, how good a job do you judge your school does in educating the students who come to it? Check one.
.....(1) outstanding
.....(2) very good
.....(3) slightly above average
.....(4) slightly below average
.....(5) poor
.....(6) very poor

73. (omitted)

74. How well satisfied are you with all aspects of your teaching situation in your present school? Check one.
.....(1) enthusiastic
.....(2) satisfied
.....(3) fairly well satisfied
.....(4) somewhat dis-satisfied
.....(5) dissatisfied
.....(6) very dissatisfied

75. How effective do you consider your principal to be in performing all the various functions which he should perform? (This item is for research purposes only and even averages of scores are strictly confidential).
.....(1) outstanding
.....(2) very good
.....(3) slightly above average
.....(4) slightly below average
.....(5) poor
.....(5) very poor

76. ..... 77. ..... 78. ..... 79. ..... 80. .....

DIMENSION ITEMS:

Alienation: 2, 4*, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 30, 34, 38, 40, 44, 51, 53*, 54, 57, 58, 60, 61, 63*

Organizational Integration:
1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25*, 27, 28, 29, 31, 32, 33, 35, 36, 37, 41, 42, 45, 48, 49, 52, 55, 56, 59, 62

* indicates the items to be reflected in the scoring.

PRINCIPAL'S QUESTIONNAIRE

(Developed by Miklos)

B. Administrative characteristics (Check one response for each question)

4. How many days per week are you allowed for administration and supervision in your school?
.....(1) one-half day or less
.....(2) 1 or 1.5 days
.....(3) 2 or 2.5 days
.....(4) 3 or 3.5 days
.....(5) 4 or 4,5 days
.....(6) five days

5. How much secretarial help do you have in terms of days per week?
.....(1) None
.....(2) one-half day or less
.....(3) 1 or 1.5 days
.....(4) 2 or 2.5 days
.....(5) 3 or 3.5 days
.....(6) 4 or 4.5 days
.....(7) five days

6. Counting the present school year, what is the total years of experience you have had as teacher and principal?
.....(1) 4 yr. or less
.....(2) 5 to 8 yrs.
.....(3) 9 to 12 yrs.
.....(4) 13 to 16 yrs.
.....(5) 17 to 20 yrs.
.....(6) 21 to 23 yrs.
.....(7) 24 to 27 yrs.
.....(8) 28 to 31 yrs.
.....(9) 32 yrs. or more

7. Counting the present school year, what is the total years of experience you have had as a principal?
.....(1) 1 yr.
.....(2) 2 to 3 yrs.
.....(3) 4 to 6 yrs.
.....(4) 7 to 9 yrs.
.....(5) 10 to 12 yrs.
.....(6) 13 to 15 yrs.
.....(7) 16 to 18 yrs.
.....(8) 19 to 20 yrs.
.....(9) 21 yrs. or more

8. How long have you been principal of this school, including present year?
.....(1) 1 yr.
.....(2) 2 yrs.
.....(3) 3 or 4 yrs.
.....(4) 5 or 6 yrs.
.....(5) 7 or 8 yrs.
.....(6) 9 to 10 yrs.
.....(7) 11 to 15 yrs.
.....(8) 16 to 20 yrs.
.....(9) 21 yrs. or more

10. What is your age?
.....(1) under 24 yrs.
.....(2) 25 to 29 yrs.
.....(3) 30 to 34 yrs.
.....(4) 35 to 39 yrs.
.....(5) 40 to 44 yrs.
.....(6) 45 to 49 yrs.
.....(7) 50 to 54 yrs.
.....(8) 55 to 59 yrs.
.....(9) 60 yrs. or over

9. Your sex?
.....(1) Male
.....(2) Female

12. How much graduate work have you done in educational administration?
.....(1) No graduate university courses in administration.
.....(2) Some courses in administration.
.....(3) Hold a graduate degree in educational administration.

11. How many years of training are you credited with for salary purposes? Drop fractional years.
.....(1) 1 yr.
.....(2) 2 yrs.
.....(3) 3 yrs.
.....(4) 4 yrs.
.....(5) 5 yrs.
.....(6) 6 yrs.

C. BEHAVIOR OF PRINCIPALS

Please react to each of the items in this section by circling one of the five responses according to the following key:

SA - Strongly agree A - Agree U - Uncertain D - disagree

SD - Strongly Disagree

14.	A principal should think of himself as being one of the teachers in the school.	SA A U D SD
15.	A principal should spend as much time supervising playgrounds, hallways, and extracurricular activities as any of the teachers in his school.	SA A U D SD
16.	If a principal has lunch at school, he should associate with those teachers who are also at school during the lunch hour as one of their equals.	SA A U D SD
17.	In a fairly large school the principal should ask teachers to make appointments to see him rather than to come to his office whenever they wish.	SA A U D SD
18.	A principal should be more like a superintendent than like a teacher.	SA A U D SD
19.	Within the school a principal should try to be just another member of the group in his job relations.	SA A U D SD
20.	Even though he may have less training and/or experience than some teachers, the opinions of a principal should carry more weight than those of the teachers in the school.	SA A U D SD

21.	A principal should not strive to achieve a higher social position in the community than that of the teachers in his school.	SA A U D SD
22.	A principal should keep a certain professional distance between himself and the teachers in his school.	SA A U D SD
23.	If a teacher and a principal disagree over a matter of classroom procedure, the principal should expect the teacher to yield to his point of view.	SA A U D SD
24.	(omitted)	
25.	(omitted)	
26.	A principal should not do anything to help a teacher who is having teaching difficulties until the teacher comes to him for help.	SA A U D SD
27.	A principal should expect teachers to consult with him before making any major decisions about promotions.	SA A U D SD
28.	A principal should visit regularly the classes of those teachers who are weak in discipline in an attempt to keep the classes under control.	SA A U D SD
29.	A principal should expect teachers who are new to the school to fit themselves into the established policies and procedure in the school.	SA A U D SD
30.	A principal should check grades assigned to pupils before these are placed on records or report cards.	SA A U D SD
31.	A principal should not encourage teachers to look to him for help with controlling their classes.	SA A U D SD
32.	A principal should allow teachers to work out their classroom problems by themselves.	SA A U D SD
33.	A principal should expect teachers to submit for his approval copies of major examinations which they plan to administer.	SA A U D SD
34.	A principal should encourage teachers to refer serious behaviorial problems to him only as a last resort.	SA A U D SD
35.	In delegating some definite non-teaching duties to teachers, a principal should give full authority to act as they see fit.	SA A U D SD
36.	(omitted)	
37.	(omitted)	
38.	A principal should not visit the homes of some teachers any more often than he visits the homes of others.	SA A U D SD
39.	A principal should not expect all teachers to take part in supervising hallways, playgrounds, and extra-curricular activities.	SA A U D SD

40.	A principal should invite teachers to his home only as a group if he invites them at all.	SA A U D SD
41.	A principal should be willing to give special privileges to teachers who are very effective in the classroom.	SA A U D SD
42.	A principal should restrict his relationships with staff members to the formal requirements in order to avoid preferential treatment of some teachers.	SA A U D SD
43.	A principal should be more concerned with qualifications than with preferences when assigning teaching duties.	SA A U D SD
44.	A principal should not permit a close relative to be on his teaching staff.	SA A U D SD
45.	A principal should take into account such personal obligations of teachers as family responsibilities when assigning extra-curricular duties.	SA A U D SD
45.	A principal should do personal favors for staff members.	SA A U D SD
47.	When assigning teaching duties, a principal should be cognizant of the out-of-school responsibilities of a teacher.	SA A U D SD
48.	(omitted)	
49.	(omitted)	
50.	A principal should operate on the assumption that people are concerned about participating in making decisions which will affect them.	SA A U D SD
51.	A principal should not hesitate to depart from official procedures if it means that certain tasks will be carried out more effectively.	SA A U D SD
52.	A principal should keep pupils parents and teachers informed about policy changes which are being considered.	SA A U D SD
53.	A principal should not call a staff meeting unless he has something of importance to discuss with the staff.	SA A U D SD
54.	A principal should strive to interest teachers in the administration of the school.	SA A U D SD
55.	A principal should not hesitate to go against the wishes of his staff on a matter of school policy if he consideres it necessary to do so.	SA A U D SD
56.	A principal should delay action until there is staff consensus before proceeding with a staff project.	SA A U D SD
57.	A principal should not feel obligated to consult all teachers on his staff if he believes he can obtain the views of the staff by contacting only a few teachers.	SA A U D SD

58. A principal need not involve his staff in formulating school policies in order to run a school efficiently. SA A U D SD

59. A principal should recognize that there is greater value in operating a school democratically than in doing some tasks more quickly by less democratic means. SA A U D SD

DIMENSION ITEMS:

Status: 14*, 15*, 16*, 17, 18, 19*, 20, 21*, 22, 23.
Authority: 26*, 27, 28, 29*, 30*, 31, 32*, 33, 34, 35*.
Impersonal: 38, 39*, 40, 41*, 42, 43, 44, 45*, 46*, 47*.
Process: 50*, 51, 52*, 53, 54*, 55, 56*, 57, 58, 59*.

* indicates the items to be reflected in the scoring.

(1) nearly all (2) about three-quarters (3) slightly more than one-half (4) slightly less than one-half (5) about one-quarter (6) almost none

Please check one response for each question

62. What proportion of your present teaching staff is quite difficult to get to know?
1) ... 2) ... 3) ... 4) ... 5) ... 6) ...

63. What proportion of your staff is slow to return completed reports or to provide information required by the school or the school system?
1) ... 2) ... 3) ... 4) ... 5) ... 6) ...

64. What proportion of the teachers on your staff come to you for advice on some of their teaching problems?
1) ... 2) ... 3) ... 4) ... 5) ... 6) ...

65. What proportion of your staff is highly interested in trying out new ideas and in improving the school generally?
1) ... 2) ... 3) ... 4) ... 5) ... 6) ...

66. What proportion of the teachers on your staff seem to be unable to solve problems which they should be able to solve independently?
1) ... 2) ... 3) ... 4) ... 5) ... 6) ...

67. What proportion of your staff occasionally discuss some personal problems with you?
1) ... 2) ... 3) ... 4) ... 5) ... 6) ...

68. What proportion of your staff spends a considerable amount of time in informal socializing?
1) ... 2) ... 3) ... 4) ... 5) ... 6) ...

69. What proportion of the teachers in your school seem to find it difficult to work with other teachers or in groups on school projects?
1) ... 2) ... 3) ... 4) ... 5) ... 6) ...

70. Compared with other schools known to you, how good a job do you judge your school does in educating students who come to it?
1) ... outstanding 2) ... very good 3) ... slightly above average 4) ... slightly below average 5) ... poor 6) ... very poor.